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# Laboratory Technician Assessment

*Comments by Tom Ramsay*

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# TIP

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## *A Message From Your President*

**Jeff McHenry**



In the last several **Message from Your President** columns, Past President **Leaetta Hough** and I have provided updates on our SIOP strategic plan, which we began to develop at an expanded Executive Committee meeting last fall. You may recall that our four strategic goals call on SIOP to become the:

- Visible and trusted authority on work-related psychology
- Advocate and champion of I-O psychology to policy makers
- Organization of choice of I-O professionals
- Model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas

In this column, I wanted to highlight some of the work we’re doing that’s helping us achieve our strategic goals and also update you on steps we’re taking to identify specific initiatives that will support our plan.

### **SIOP Web Site**

In May, we rolled out a new and improved SIOP Web site. If you haven’t visited [www.siop.org](http://www.siop.org) recently, I encourage you to take a look. The first thing you’ll notice is that the site looks professional—SIOP’s Web presence has been updated for the 21st century! Each week, the SIOP home page features a lead story that highlights important workplace trends, often featuring work that is being done by SIOP members. The look and feel of the Web site and the lead story are designed to make SIOP more credible and visible to nonmembers who visit [www.siop.org](http://www.siop.org) because they are curious about I-O psychology. Below the lead story, we highlight I-O and workplace news of interest to the general public and to SIOP members, with links to sites where you can obtain more information. We have a *SIOP News* page, too, that provides you with updates on new SIOP member services, upcoming SIOP meetings, members in the news, and other Society activities. We’ve also improved the navigation of the Web site so you can find what you’re seeking faster and easier.

In the coming months and years, we plan to use the Web site to promote I-O research and capabilities more effectively to business leaders, HR professionals, public policy makers, psychologists from other disciplines, and other key stakeholders. One of the major challenges we face is creating appropriate content, keeping it updated, and making it easy to find. The Electronic Communications Committee is spearheading this effort, with support from other committees and the Administrative Office. If you have sugges-

tions, please contact Electronic Communications Committee chair **Steve Ashworth**. You can find his e-mail address in the new and improved online member directory on the Web site, [www.siop.org](http://www.siop.org).

### **Katrina Aid and Relief Effort (KARE)**

In the aftermath of Hurricane Katrina, a number of SIOP members committed to using their I-O skills in pro bono work and interested in making I-O psychology more visible and accessible formed the Katrina Aid and Relief Effort. **John Fennig** is the Katrina Committee chair. One of the primary goals of KARE has been to offer free I-O advice to organizations affected by Hurricane Katrina who were facing problems such as managing change and employee stress, hiring a new workforce, employee training, workplace morale, and team building.

One of the KARE Committee's great ideas was to offer free seminars and advice to local businesses in conjunction with the APA convention in mid August. In partnership with APA Division 13 (Consulting Psychology), **Vicki Vandaveer** chaired a KARE subcommittee that did an extraordinary amount of work to make the KARE effort successful. The subcommittee received donations from several I-O businesses and SIOP members to help pay for hotel meeting space, public relations, flyers, and other expenses. The KARE project generated a great deal of positive publicity for SIOP and I-O psychology. APA featured KARE prominently in their PR communications. Vicki was interviewed by the local NBC affiliate. The management of the Canal Place shopping center, where KARE was located, highlighted it on their Web site. Best of all, during the APA convention, the KARE team offered free seminars to 42 very appreciative local business people.

Thanks to all the many SIOP volunteers who have generously shared their time and talents on KARE activities. KARE has been an outstanding example of the good that I-O psychology can do in the world and also demonstrates the caring spirit of the members of our Society.

### **Leading Edge Consortium**

The goal of the Leading Edge Consortium is to bring together a relatively small group (200–300 participants) of researchers and practitioners to examine a hot workplace topic together in depth. The consortium was developed to support our goal of modeling the integration of science and practice, which is one of our distinctive competencies. The consortium features a mix of presentations, panel discussions, and (most important) opportunities for dialog among participants.

The 2nd Annual Leading Edge Consortium will be held in just a few weeks in Charlotte on October 27–28. This year's consortium topic is "Talent Attraction, Development, and Retention: The Leading Edge." **Fritz**

**Drasgow** is the General chair of the consortium, with **Ben Dowell** serving as Practice chair and **Cindy McCauley** serving as Science chair. If attraction, development, and retention of talent are your primary professional interests, I encourage you to attend. We limit consortium attendance to keep the event intimate, but space may still be available. I encourage you to read the article about the consortium in this issue of *TIP* and visit [www.siop.org/lec](http://www.siop.org/lec) to find out the latest news about the consortium and to register to attend.

### **2007 SIOP Conference: New York, New York**

**Doug Pugh** and his Conference Planning Committee are very busy with plans for the 2007 SIOP conference. The conference will be held April 27–29 at the Marriott Marquis in New York City. Articles in this issue of *TIP* highlight conference plans, including the preconference workshops, the junior faculty consortium, and the Sunday seminars.

**Tammy Allen** and the SIOP Program Committee are hard at work on plans for outstanding conference sessions. We will continue some of the innovations from last year, including a special poster session highlighting top-rated posters and follow-up from the Leading Edge Consortium. We also are planning some special sessions that highlight our scientist–practitioner model.

Save the last weekend of April for the SIOP conference in New York. You can reserve a hotel room now. You'll receive conference registration information in January.

### **Strategic Planning: An Update**

As I write this article in mid August, we're planning for a special meeting in September to do additional work on our strategic plan. We believe that our four areas of strategic focus are absolutely correct for SIOP at this time:

- Visible and trusted authority on work-related psychology
- Advocate and champion of I-O psychology to policy makers
- Organization of choice of I-O professionals
- Model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas

The work we'll be doing in September is to identify specific initiatives that we will undertake in support of these four focus areas. I'll report on those focus areas in my next president's column. In the meantime, you can find an update about our strategic plan and initiatives on the SIOP Web site.

Your input and feedback are critical to the success of our strategic planning effort. There will be a link on the SIOP Web site where you can provide your input and feedback, or volunteer to be part of the initiative teams. I hope you'll take the time to tell us what you think and offer your time and services to SIOP.

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## *From the Editor*



### **Thanks for the Feedback!**

*The best way to find yourself is to lose yourself in the service of others.*

Mahatma Gandhi

**Laura L. Koppes**

As many SIOP members do, we volunteer in numerous ways to help our professional society to accomplish its mission and goals. In doing so, we serve SIOP members. Thus, it's important to review the input of members gathered with the SIOP member survey. In this issue, two articles are devoted to those survey results. When I received the results, I immediately focused on the *TIP* question. Eight-seven percent of the survey respondents provided a favorable response for *TIP* (6% provided a neutral response). For the first time with the member survey, open-ended questions about *TIP* were included. The survey respondents provided several valuable suggestions. Given that I have two issues left to prepare under my editorship, I will do my best to improve *TIP* based upon your input. A new editor, **Wendy Becker** of the University at Albany, SUNY, will begin with the July 2007 issue. I gave Wendy the survey results so she can begin planning ways to make improvements. If you have additional input and/or interested in serving on the editorial board, please contact Wendy at [W.Becker@albany.edu](mailto:W.Becker@albany.edu).

Speaking of change, it's now time to select new column editor(s) for the **TIP-TOPics** student column. Please be sure to read the column in this issue to learn how you can be considered as the next column editor.

### **Features**

SIOP President **Jeff McHenry** provides a nice overview of initiatives and an update of strategic goals. Three additional features include the new human capital equation, meta-analysis and personnel selection, and character and personality.

### **From the Editorial Board**

Several topics are included in the columns. I hope you find them interesting. All the column editors committed to writing their columns through the end of my editorship (my last issue will be April 2007). I greatly appreciate their voluntary time and efforts. With the upcoming transition of a new

editor in July 2007, you should expect to see changes with these columns. If you have ideas about columns, please send them to Wendy.

### News and Reports

This section is intended to inform SIOP members of SIOP's business. In this issue, you will find several award announcements, information about the 2007 conference, and more. Some survey respondents suggested that these news items should be removed from *TIP* and posted on the Web site. If you have an opinion about this, let me know! (LKoppes@siop.org)

Happy New Year!

# *Unlock the future*

It's up to all of us to prepare for the future of I-O psychology. Please do your part to ensure the vitality of I-O by supporting the SIOP Foundation. There is no better time to make a tax-deductible contribution to the SIOP Foundation. Please make your check payable to: The Toledo Foundation/SIOP Fund.



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## **Student Support and Research Funding Now Available for SIOP Members and Students!**

**See Details in This Issue of *TIP***

**Joyce E. Bono  
University of Minnesota**

Starting Monday, October 9, 2006, we will begin accepting proposals for three programs aimed at supporting research conducted by SIOP members and students, and two programs designed to provide support to graduate students.

1. Small Grant Program. Provides funding for academic/practitioner research; \$10,000 available
2. Douglas W. Bray and Ann Howard Grant. Provides funding for research on assessment center methods and leader/manager development; \$10,000 available
3. Sidney A Fine Grant. Provides funding for research on analytic strategies to study jobs; \$7,500 available
4. Graduate student scholarships provide scholarships to graduate students in I-O or related field; \$3,000 (2), Lee Hakel (\$3,500), Mary L. Tenopir (\$3,000)
5. Leslie W. Joyce and Paul Thayer Graduate Student Fellowship provides support for graduate students in I-O whose focus is training/development or selection/placement (\$10,000)

**NEW!** We are also now accepting nominations for the Raymond A. Katzell Media Award in I-O Psychology designed to recognize evidenced-based news, feature stories, and editorials in any medium that advance both the science and practice of I-O psychology.

Full information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found in this issue of *TIP* or can be viewed online at [www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx). Awards will be made prior to the SIOP annual conference in 2007 in New York City.

Proposals can be submitted online at **[www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx)**.

Please direct all questions regarding research funding to Awards Committee Chair Joyce E. Bono, [jbono@umn.edu](mailto:jbono@umn.edu).

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*\* or students in closely related fields*

# **The New Human Capital Equation**

**Wayne F. Cascio**

**US Bank Term Professor of Management**

**University of Colorado-Denver and Health Sciences Center**

*Author's Note: This article is from a keynote address prepared for the 2006 Work-Life Conference, Global Economic Solutions: Framing Work-Life's Contribution, New York, NY: June 13–14, 2006.*

The 2006 CEO Briefing by the Economist Intelligence Unit (EIU), based on responses from 555 senior executives from 68 countries, highlights significant management challenges that face the world's corporate leaders. Two critical ones are:

- Recruitment and retention of high-quality people across multiple territories, particularly as competition for top talent grows more intense; and relatedly,
- Improving the appeal of the company culture and working environment.

In fact, respondents in the 2006 EIU study, by 55% to 45%, said that they expect to spend more on people than on technology in the next 3 years. That's an important feature of the new human capital equation.

There is no question that work-life initiatives can play a major role in meeting these challenges, as organizations strive to become employers of choice for the best and the brightest. In this presentation I will describe what leading firms are doing to become employers of choice, some new ways of measuring returns on investment in human capital, and some persuasive strategies for making the business case that work-life initiatives are solid investments. First, however, it is important to acknowledge the dismal state of human capital reporting.

## **Accounting for People**

Unfortunately, the current state of financial reporting largely ignores human capital. Not only is it not on the balance sheets of public corporations, but as a 2-year study by Mercer Human Resource Consulting revealed, it is barely mentioned in annual reports. That analysis of the 100 largest publicly traded companies in the United States found that although firms spend approximately 36% of their revenues on human capital, few tell their shareholders about how that money is spent.

Only about 20% discuss human capital and its contribution to business success in their annual reports. Roughly 25% provide only limited references to the workforce, and others do not mention their people at all. The report also found that:

- Of those companies that do report on human capital, the information

- typically focuses on simple payroll or wage statistics;
- About a quarter of the companies offer platitudes (“our people are our greatest asset”), or a few lines about the caring nature of the organization;
- Even when employees are discussed, the annual reports usually fail to provide hard facts about *how* the companies’ practices for managing human capital drive business results.

It is important to note that from a financial-reporting perspective, the Securities and Exchange Commission does require disclosure of top executives’ compensation, but there is no regulatory requirement that companies report their human capital practices other than the number of persons employed. As Mercer noted, “Imagine a company spending one-third of its revenue on a capital investment or an interest payment, and never addressing it with shareholders in its annual report. It’s unthinkable.”

The report concluded “The demand for human-capital reporting will escalate over the next few years. Investors let companies off the hook in the past, but we don’t think they will settle for the ‘sounds of silence’ much longer.”

Now let’s turn to a more positive issue: becoming an employer of choice.

### **Becoming an Employer of Choice**

First of all, what is an employer of choice? It is one that differentiates itself from other employers in the competition for talent. However, there is no “cookie-cutter” recipe that will work in all situations. How organizations do this varies according to the features of their employment policies or work environments that they are most proud of. Here are some examples:

- Yahoo! emphasizes the powerful effect of “making a difference”—offering services that benefit society, and providing the opportunity to work on challenging projects that will have immediate impact (“Fueling the Talent Engine,” 2005)
- Lockheed Martin stands out because of its company-wide commitment to high ethical standards—the fabric that knits all of its businesses together. It has gotten feedback from new employees that the company’s emphasis on ethics on its Web site was a major attraction for them (Lavan, 2006).
- Xilinx, the world’s largest manufacturer of programmable logic chips, distinguishes itself from its competitors in the following ways: A compelling vision, challenging work, the people it hires, the styles and quality of its managers, its values and culture, and its results.

From 2000 to 2002, for example, in the midst of a worldwide slowdown in the high-technology business, Xilinx resisted the urge to do massive downsizing, as its competitors did, and instead used pay cuts, voluntary sabbaticals, and a company-wide shutdown for 2 weeks to get through the slump. Its “share-the-pain” approach won kudos from employees and allowed the com-

pany to emerge from the downturn with more new products and a greater market share than it had previously (Cascio & Wynn, 2004). Employees remember that, and new recruits are attracted to Xilinx because of it.

## Two New Ways of Measuring the ROI of Human Capital

SYSCO Corporation of Houston, Texas is the number one foodservice marketer and distributor in North America. Its revenues exceed \$31 billion, it employs almost 50,000 people, and it serves 420,000 customers with approximately 300,000 different products. To illustrate the effect of effective HR management on the bottom line, and on the company's stock price, let us consider the financial impact of employee retention at SYSCO. Evidence indicates that work-life initiatives have a major impact on employee retention (Casper & Buffardi, 2004; Kossek & Nichol, 1992).

Because 75% of SYSCO's operating costs are people-related expenses, that implies about \$3 billion of expenses. SYSCO has about 10,000 marketing associates. Consider the financial impact when it can improve their retention rate from 70% to 80%. At a fully loaded turnover cost of \$50,000 per marketing associate, that turns out to be more than \$70 million savings per year. From 1998 to 2004 SYSCO improved its marketing associates' retention rate from 70% to 82%.

Next consider delivery associates, who are very critical to SYSCO's success because they know the customers (restaurants), they're the ones that the customers rely on to get the groceries to them on time and in good condition. In order to get them their groceries on time, the company needs to have the same person going to the same customer on a regular basis. SYSCO was able to move the retention rate of its delivery associates from about 65% in 1998 to 85% in 2004 (a 31% improvement). HR professionals computed fully loaded turnover costs for delivery associates to be about \$35,000. That's almost another \$50 million in savings. For night warehouse associates, the savings were \$20 million.

SYSCO made these improvements in retention by rolling out a company-wide work climate/employee engagement survey in each of its operating companies, and then leveraging best practices across all of its operating companies. For more on this see *HR in Alignment: The Link to Business Results* (SHRM Foundation, 2004).

According to SYSCO's Chief Financial Officer, every \$5 million in savings represents a penny per share (Carrig, April 12, 2004). Hence, let's tally the payoff for investors of improved retention:

- Marketing Associates: \$70 million in savings = 14¢ per share
- Delivery Associates: \$50 million in savings = 10¢ per share
- Night Warehouse Associates: \$20 million in savings = 4¢ per share
- Total gain for investors: 28¢ per share from 1998 to 2004 through improved retention

When was the last time you saw an HR program linked directly to shareholder returns?

### Relationship Between Work-Life Practices and Firm Performance in Singapore Firms

In a large-scale, empirical study of data from a series of surveys administered by the Ministry of Manpower from 1996–2003, Kelly and Ang (2005) investigated the indirect impact of work-life practices through employee turnover, as well as the direct impact of work-life practices on firm performance.

Kelly and Ang defined firm performance in three ways: profitability (return on assets), employee productivity (logarithm of sales per employee), and stock return (one-year compounded stock return). What is unique about this study, relative to prior research, is that most prior research has examined the effects of work-life programs on employee turnover *within* a single firm. Data on employee turnover across a large sample of firms, in this study, 2,570 firms, are not easily available and, therefore, have not been examined.

*Work-life practices in Singapore.* Employee benefits in Singapore firms fall into two main categories: work-life benefits and resource benefits. **Work-life benefits** refer to benefits that allow employees to adjust their work hours or work location to accommodate their personal and family demands, such as various leave benefits and flexible working arrangements. **Resource benefits** refer to financial and other resources that firms give to employees either as a form of welfare benefit or as performance incentives, such as transportation benefits and stock options.

Kelly and Ang analyzed data separately for management and nonmanagement employees. In addition, they examined four variables to indicate the extensiveness of work-life benefits in a firm:

Number of work-life benefits (controlling for number of resource benefits)

- Annual leave entitlement
- Work-week pattern
- Availability of part-time employment

Graphically, the design of the study was as follows:

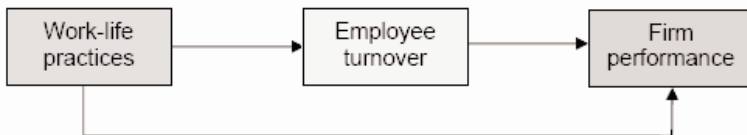
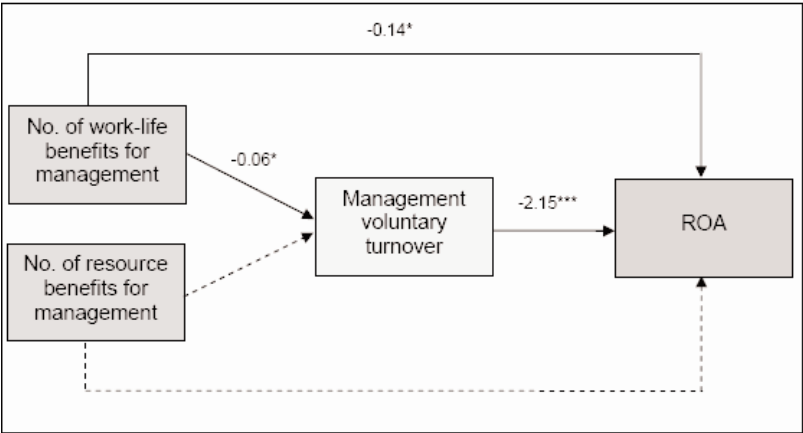


Figure 1. Relationships Between Work-Life Variables, Employee Turnover, and Firm Performance.



The study investigated the indirect impact of work-life practices through employee turnover, as well as the direct impact of work-life practices on firm performance. The researchers controlled for the size of the firm, firm ownership (publicly listed or private), industry (manufacturing or service), degree of industry concentration, and year (where multiple years of data were used). For stock return, they also controlled for the age of the firm and the systematic risk of the firm's stock (beta).

Figure 2 shows a typical result of the analysis:



Note: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

Figure 2. Relationships Between Number of Work-Life Benefits and Number of Resource Benefits for Management, Management Voluntary Turnover, and ROA.

Based on 1,178 observations from 2003, and controlling for the number of resource benefits, firms that offer more work-life benefits for management employees have lower management voluntary turnover (standardized regression coefficient = -0.06). In turn, firms with lower management voluntary turnover generate higher returns on assets (standardized regression coefficient = -2.15). Hence, the indirect effect of the number of work-life benefits for management on ROA through turnover is positive.

However, there is also a direct negative relationship between the number of work-life benefits for management and return on assets (standardized regression coefficient = -0.14), suggesting that implementing work-life benefits for management is financially costly for firms.

*Overall summary of results.* Employee turnover is costly. How costly? Another study of a chain of sushi restaurants in Singapore (Tay, Quazi, Kelly, & Ang, 2005), found that the cost of turnover among restaurant employees can be more than 75% of an employee's annual salary. Among managers, the

salary multiple is 1.5 to 2.5, excluding the cost of lost customer contacts and productivity (Cascio, 2000).

The results of the Kelly and Ang (2005) study indicate that voluntary turnover of both management and rank-and-file employees negatively affects firm profitability, employee productivity, and stock return.

Conversely, implementing work-life initiatives for both management and rank-and-file employees can be an effective business strategy for firms to reduce voluntary employee turnover. The study found lower voluntary employee turnover in:

- Firms that offer a larger number of work-life benefits to their employees,
- Firms that have a higher proportion of employees with more generous annual leave entitlements, and
- Firms that have a higher proportion of employees on shorter work-weeks.

Although work-life initiatives may be costly for firms to implement, the direct costs are offset by the indirect positive benefits that these work-life policies have on firm performance through reduced employee turnover.

- Flexible working arrangements can also benefit both employers and employees. For example, while part-timers may quit more often than full-timers, firms that offer part-time employment for their rank-and-file employees enjoy direct positive effects on profitability, productivity, and stock returns. These results suggest a second new way to express the ROI of human capital, namely, through reductions in voluntary employee turnover.

### **Making the Business Case That Work-Life Initiatives Are Solid Investments**

For many employees, 9a.m. to 5p.m. isn't working anymore. Time is employees' most precious commodity. They want the flexibility to control their own time—where, when, and how they work. They want balance in their lives between work and leisure. Flexibility in schedules is the key, as organizations strive to retain talented workers (Conlin, Merritt, & Himelstein, 2002; Shellenbarger, 2003).

In fact, there are three key features to making the business case for increased flexibility: talent management (specifically, attraction and retention); human capital outcomes (increased satisfaction and commitment, decreased stress); and financial, operational, and business outcomes (Corporate Voices for Working Families, 2005). Here are some very brief findings in each of these areas from this important study of 29 firms.

*Talent management.* IBM's 2004 global work-life survey demonstrated that, for IBM employees overall, flexibility is an important aspect of employees' decision to stay at the company. Responses from almost 42,000 IBM

employees in 79 countries revealed that work-life balance—of which flexibility is a significant component—is the second leading reason for potentially leaving IBM, behind compensation and benefits. Conversely, employees with higher work-life balance scores (and therefore also higher flexibility scores) reported significantly greater job satisfaction and were much more likely to agree with the statement “I would not leave IBM.”

In the Corporate Finance organization, 94% of all managers reported positive impacts of flexible work options on the company’s “ability to retain talented professionals.” In light of these findings showing the strong link between flexibility and retention, IBM actively promotes flexibility as a strategy for retaining key talent.

*Human capital outcomes—Employee engagement and commitment.* Engagement fuels discretionary efforts and concern for quality. It is what prompts employees to identify with the success of their companies, to recommend them to others as good places to work, and to follow through to make sure problems get identified and solved. “Committed employees believe they have a stake in the organization, and that belief is reflected in their behavior.” Recent research by the Corporate Leadership Council concludes that every 10% improvement in commitment can increase an employee’s level of discretionary effort by 6% and performance by 2%; highly committed employees perform at a 20% higher level than noncommitted employees.

At Deloitte & Touche, one employee-survey item asked whether employees agreed with the statement “My manager grants me enough flexibility to meet my personal/family responsibilities.” Those who agreed that they have access to flexibility scored 32% higher in commitment than those who did not have access to flexibility.

Finally, AstraZeneca found that commitment scores were 28% higher for employees who said they had the flexibility they needed, compared to employees who did not have the flexibility they needed.

*Financial performance, operational and business outcomes—Client service.* Concern for quality and continuity of client or customer service is often one of the concerns raised about whether flexibility can work in a customer-focused organization.

To be sure that compressed work weeks did not erode traditionally high levels of customer service, the Consumer Healthcare division of Glaxo-SmithKline surveyed customers as part of the evaluation of its flexibility pilot program. Fully 89% of customers said they had not seen any disruption in service, 98% said their inquiries had been answered in a timely manner, and 87% said they would not have any issues with the program becoming a permanent work schedule.

What does all of this mean in terms of making the business case? As the CVWF (2005) report makes clear, for all of us, it is crucial to reframe the discussion and to position flexibility not as a “perk,” employee-friendly benefit,

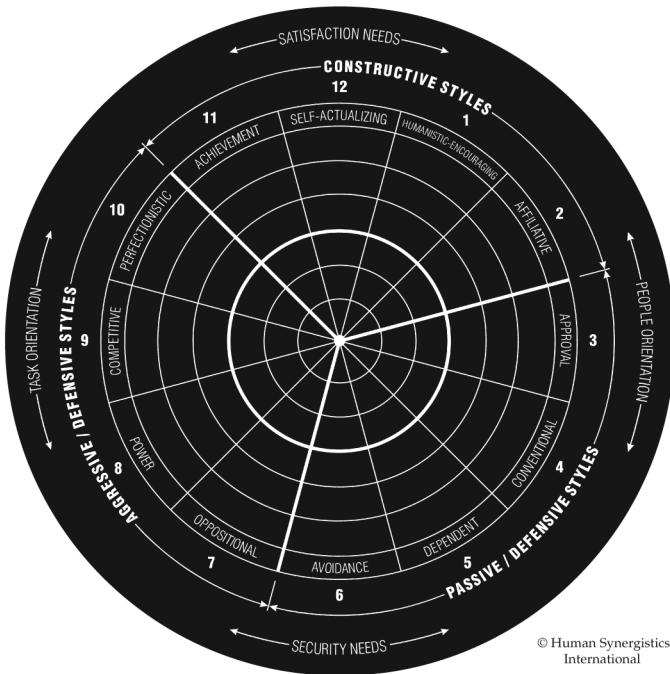
or advocacy cause, but as a powerful business tool that can enhance talent management, improve important human capital outcomes, and boost financial and operational performance.

Each of us has an important role to play in framing work-life's contribution to meeting the significant management challenges that face the world's corporate leaders. Whether the problem is recruitment and retention of high-quality people across multiple territories, or improving the appeal of a company's culture and working environment, each of us has an important story to tell. Isn't it time we got on with the job?

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# The Orphan Area for Meta-Analysis: Personnel Selection

Frank Schmidt  
University of Iowa

Meta-analysis (Hunter & Schmidt, 2004) has been applied to over 100 different research literatures in I-O psychology alone. Relationships examined using these methods include job satisfaction and absenteeism, job satisfaction and job performance, job performance and turnover, role conflict and role ambiguity, goal setting and goal attainment, goal difficulty and goal commitment, work-family conflict and life satisfaction, corporate social responsibility and corporate financial outcomes, just to name a few. Such applications are ubiquitous in I-O research journals. These methods are also used in areas outside of I-O psychology, including social, educational, differential, and developmental psychology and in areas outside psychology, such as finance, medicine, economics, and political science (Hunter & Schmidt, 2004, ch. 1).

In all these areas except one, these methods have been accepted, welcomed, and embraced. The one exception is personnel selection, the sole area where these methods have been and continue to be controversial. (In this area these methods are referred to as validity generalization [VG] methods.)

Actually, this is too broad a statement because some applications of these methods in personnel selection are not controversial: applications to personality tests and integrity, for example. Another example is the application to the GATB (General Aptitude Test Battery) of the U.S. Department of Labor, which was used for years in a large nationwide VG-based testing program that was endorsed by three major civil rights organizations. What areas of this sort have in common is the absence of racial or ethnic mean differences in scores. Personality and integrity tests don't show such differences, and in the case of the GATB program, race norming eliminated all group differences. The one area in which these methods are controversial is selection methods that show group differences—mostly cognitive ability tests, such as verbal, quantitative, and spatial ability and (especially) measures of general mental ability (GMA), which have been shown to be the generally most valid predictor of job performance.

What does this mean? It means that the controversy is not really about VG methods or conclusions. That is just a smokescreen for the real issue: minority hiring. The real issue is the use of racial preferences to attain workforce diversity not the scientific soundness of VG methods. VG methods are strongly endorsed by the 1999 APA-AERA-NCME *Standards*, the 2003 SIOP *Principles*, and by two National Academy of Science reports. It is hard to imagine stronger scientific and professional endorsement for any procedure or set of research findings. In the controversy over VG, we are pretending that something is wrong with the research methods and conclusions when the real issue is something entirely different. Workforce diversity may be a laudable goal, but it cannot be attained through pretense and intellectual slight of hand.

With this kind of foundation of scientific and profession support, you would think that I-O psychologists would have done a great job of educating the legal profession, the courts, and the federal enforcement agencies about VG methods and their associated research findings. But they have not. For example, SIOP has for years published the *Frontier* book series on important research findings in I-O psychology. Despite the fact that it has more research support than practically any other area, there has been no *Frontier* series book on VG and its findings. Other sciences and professions—medicine, biology, engineering—have done a much better job on this. When lawyers, courts, other organizations, or the media appear to endorse false ideas, these groups launch vigorous public educational campaigns. They are on TV talk shows and the Internet and in magazines and newspapers very quickly. A good example of this is the vigorous way that biologists from top universities fought back publicly against the doctrine advanced in the media by creationists and intelligent design people that evolution was not a fact, only a theory, and should not be taught as a scientific fact in the schools. I-O psychologists have produced no such response. They have been timid and reluctant to publicly defend their well-established research findings. When I presented this talk at the 2006 SIOP conference, someone in the audience stated that this failure was because I-O psychologists did not want to be called racists, even if unfairly. I pointed out that the biologists who defended the theory of evolution were attacked as atheists—but this did not stop them. I could also have noted that the research finding that might stimulate false charges of racism—the well-established finding of predictive fairness of mental ability tests despite the presence of group differences—is not part of VG methods and was not established using VG methods. In addition, this finding has been endorsed by two National Academy of Sciences reports, providing a strong defense against any loose charge of racism.

(Some I-Os have even stated they are opposed to VG because its acceptance would mean far fewer local validation studies would have to be conducted, reducing their work and income. How did dentists react to fluoridation of drinking water? Did they say, “Don’t fluoridate the water because we will have fewer cavities to fill”? No, they met their professional responsibilities and embraced fluoridation. We should do the same.)

Indeed, instead of meeting professional and scientific obligations to educate lawyers, courts, the media, and the public, many I-O psychologists actually look to the courts to educate them on the meaning of and value of VG and VG research conclusions. Some I-O psychologists constantly pore over court opinions looking for nonexistent guidance on what is professionally acceptable and what is not. There are many articles and talks of this sort. This is exactly backward from what should be happening. Even considered only from a legal point of view, this practice is based on a general failure to recognize that the case law does not build up in any cumulative or systematic



way in any area related to personnel selection. The decisions of individual judges are highly idiosyncratic and in fact are essentially random. Judges' decisions depend on accidents of personality and attitudes of individual judges, accidents of which research evidence happened to be presented or not, how well it was presented, and whether the judge was intelligent enough to understand it—all essentially random factors from case to case. Jerome Frank, one of the founders of the legal realist movement, even stated that judicial decisions were sometimes based on nothing more than “what the judge had for breakfast that morning.”

Yet, this is the “database” that some I-O psychologists prefer to consult to find guidance for professional practice. Some I-O psychologists appear to view every judge as some kind of Solomon and to then probe for deep meanings and insights that are just not there. Instead of building on the strong scientific foundation of our field and using this to educate judges, the media, and the public, they are consulting the Delphic Oracle and seeking knowledge in the reading of chicken entrails. You are not likely to find the scientific truths of personnel selection in chicken entrails!

My reaction to all this has been a partial withdrawal of interest from personnel selection. Some years back I realized that personnel selection had become a churning arena of constant irrationality. There is a huge disconnect between what we know to be true from research and what people pretend to be true. There is a serious corruption of scientific truth caused by legal and ideological intrusions into the field of selection and the failure of the profession to respond appropriately to these intrusions. I have found this frustrating. But at the same time I became aware that even within I-O psychology alone there are over 100 other areas of research in which VG-meta-analysis methods are not only accepted and noncontroversial, but welcomed, embraced, and praised. And there are many other such areas outside I-O psychology. So I found it was more satisfying and fulfilling to devote my time to the development and improvement of general meta-analysis methods. Examples include the revision and updating of meta-analysis methods seen in the 2004 edition of the Hunter and Schmidt meta-analysis book and several recent journal articles on general meta-analysis methods. In these areas, contributions are evaluated rationally and logically; there is no ideology, irrationality, or hidden emotional agendas. There is a willingness to credit scientific evidence that seems to have been lost in personnel selection. In this sense, it would be fair to view much of the practice of personnel selection today in I-O psychology as sort of an intellectual backwater. It does not seem to be where the intellectual action and excitement is at present.

But my hope is that we can change this. This is why I am writing this article and why I gave the SIOP talk on which this article is based. This talk was given at a symposium entitled “Validity Generalization at Work: Is it Legal to be Scientific?” (**John Wiener**, Chair). Excellent presentations were given by

John Wiener, **Jim Sharf**, David Copus, and Keith Pyburn, all stimulated by the same sense of frustration expressed in this article. This is a very hopeful sign. It means we may yet be able to turn this thing around and regain our professional and scientific respect. I certainly hope we can.

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# Character and Personality

Robert Hogan

About 10 years ago, academic researchers rediscovered personality and its relationship to job performance. More recently, after the events symbolized by the collapse of Enron and MCI, the business community seems to have rediscovered the importance of character as a determinant of job performance—especially in the senior ranks. These represent different insights in the popular literature because personality and character are usually considered separately. Nonetheless, the concepts of “character” and “personality” are closely linked; for example, Aristotle defined character in dispositional terms that are synonymous with the contemporary concept of personality. Moreover, the first academic journal devoted to personality research, established in 1932, was called *Character and Personality*. Gordon Allport, one of the founders of personality psychology in the U.S., remarked in his influential 1937 book that “character is personality evaluated, personality is character devaluated.”

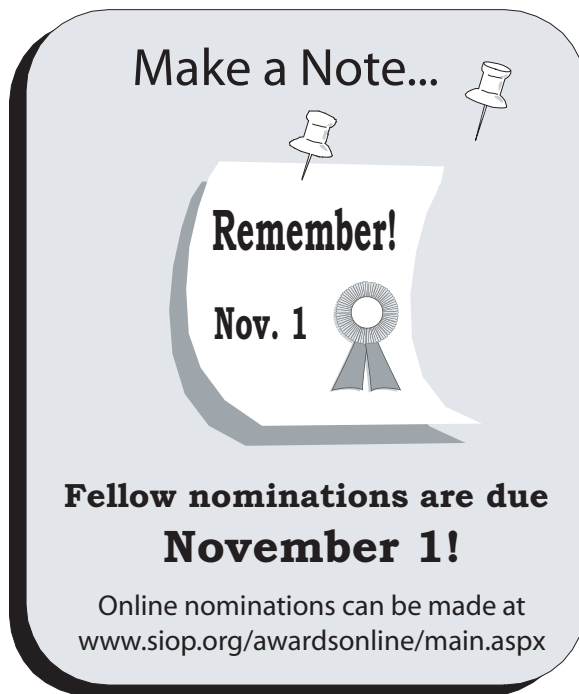
Personality psychology has always been outside the mainstream of academic psychology because it explicitly assumes that values are an inherent part of social life and that character is part of personality. Lee J. Cronbach, grand arbiter of psychological fashion for 50 years, denounced personality and personality assessment in his 1960 textbook because some of the concepts (i.e., integrity) are “value laden.” Like all good behaviorists, Cronbach wanted psychology to be like the physical sciences—values free. Poor old Cronbach never understood that the physical sciences, like the human sciences, are shot through with value considerations. Values are about preferences, they concern rules that people use to make choices in ambiguous circumstances. Tycho Brahe, Copernicus’ teacher, was a religious nut who thought the sun was God and therefore belonged at the center of the universe. His arbitrary value system set Copernicus on his quest to demonstrate that our universe revolves around the sun.

Character is a term that summarizes a set of values. Values are indispensable for navigating social life. The only question concerns how to justify one’s values. Most people justify their values by appealing to authority—legal or religious. The framers of the U. S. Constitution justified their value choices in terms of the welfare of society, a pragmatic decision that informs our thinking as well.

The most fundamental requirement for a functioning society is order—a system in which people comply with the established rules and customs of the group. However, in any functioning group, cheaters inevitably emerge and take advantage of those who are more compliant. This is an important principle in evolutionary theory: Cheaters inevitably emerge. Cheaters threaten the integrity of their groups with varying degrees of severity. People of good character, people with integrity, and people who support the rules and customs of their group are the foundation of a viable community.

Psychoanalysis argues that the fundamentals of character are set by about age five. And, as Freud noted, character is fate. Specifically, by about age five, a child's core self-esteem—guilt and self-doubt versus self-confidence and optimism—is largely settled. In addition, by about age five, a child's orientation toward rules and authority—rebellion and defiance versus effortless compliance—is largely set. Measures of self-esteem and attitudes toward authority powerfully predict job performance in adulthood. More importantly for a discussion of character, low scores on these measures powerfully predict delinquent conduct in adulthood. Poor self-esteem and defiance of rules and authority also predict some white-collar crime. However, white-collar crime is better predicted by adding values—specifically measures of selfishness and greed.

Good personality inventories—those that are backed by years of research and validation studies and of which there are few in the marketplace—predict both blue-collar and white-collar crime and delinquency, and can evaluate selfishness and greed. Personality, character, and personality assessment come together to predict important life outcomes with an accuracy that rivals the best in medical diagnosis, an outcome that would have given Cronbach fits.





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### **The Company We Keep: The Impact of Diversity in our Social Networks**

**Derek R. Avery**  
**Rutgers School of Business**

We've all heard the popular saying that it's not just what you know, it's also who you know. Though we understand its premise and its implications regarding the importance of networking for career success, few of us ever think about its application with regard to diversity. Accordingly, I often find myself challenging my friends, family, and students (and myself) to examine the heterogeneity of their social networks by asking: What proportion of your closest friends are poor, Black, Jewish, disabled, Hispanic, Muslim, Asian, gay, lesbian, elderly, uneducated, or rich? It seems that, at some point during my educational training, I developed the notion that many of our thoughts, beliefs, and behaviors are influenced by those immediately surrounding us—the company we keep. Amazingly, the majority of my contacts (and I imagine this generalizes beyond my sphere as well) have never given any significant thought to the makeup of their networks or the influence that it could have on the way that they choose to think and behave. Here, I will review (albeit not exhaustively) some recent research examining the validity of my notion. It is my hope that this discussion will stimulate readers to devote further attention to the analysis of their own network and its impact on their lives.

To begin, let's take a look at what the literature suggests about the typical level of heterogeneity in individual social networks. From an early age, it seems that most of us restrict the diversity of our networks by seeking out similar others. For instance, as early as preschool, children use sex similarity as a criterion for friendship (Martin, Fabes, Hanish, & Hollerstein, 2005). Although it is easy enough to understand why this occurs (e.g., similarity attraction, social identity enhancement), its ultimate outcome is unfortunate. We tend to continue this pattern of relative isolation from dissimilarity throughout life, developing social networks that are homogenous in terms of race, sex, religion, sexual orientation, education, social class, and age (McPherson, Smith-Lovin, & Cook, 2001; Mollica, Gray, & Trevino, 2003; Muraco, 2005).

Undoubtedly, many will read the preceding conclusion and wonder why the writer would describe this phenomenon as unfortunate. Certainly the tendency to categorize others into in-groups and out-groups and associate more often with the latter is not new. In fact, it is probably accurate to describe

social network homogeneity as an enduring legacy that has been passed down (inadvertently or intentionally) through history like a family heirloom. So, if similarity traditionally has been the norm, why should we be concerned now about the continuance of this trend?

There are at least two key reasons why it is imperative that we break this cycle. First, the tendency toward similarity in social networks helps to perpetuate many of the inequalities that continue to plague our business organizations. For instance, by restricting exposure to dissimilar others, social network similarity limits the potential for minorities to access society's powerbrokers (Thomas, 2001). Second, this network similarity creates a perpetual cycle of ignorance whereby people are never forced to challenge the stereotypical nature of their beliefs about members of other groups. Thus, individuals never come to realize the fallacy of their commonly held misconceptions. In short, our propensity to avoid intergroup relations enhances the potential divisiveness of the faultlines (Lau & Murnighan, 1998) associated with our social identities. In the sections that follow, I take a closer look at how social network homogeneity (a) perpetuates inequality and (b) fosters intolerance.

### **How Social Network Homogeneity Perpetuates Inequality**

In western societies such as the United States, there is an extensive history of intergroup inequality. Traditionally lower status groups (e.g., Native Americans, Blacks, disabled people) were systemically disadvantaged in the competition for resources and were forced to live a separate and unequal existence from higher status groups. Although most of the laws pertaining to physical segregation have been amended or repealed, our society has remained highly divided. People continue to live and learn in the same types of racial and ethnic enclaves as their parents and grandparents (Dawkins, 2005; Saporito & Sohoni, 2006). Moreover, despite legislation protecting the rights of many minority groups (e.g., the disabled, religious minorities), they have yet to be fully integrated into many aspects of mainstream society, including the workplace. Consequently, it is not altogether surprising that individual social networks remain relatively homogenous as well (McPherson et al., 2001).

The manner through which this network homogeneity perpetuates intergroup inequity remains the same as it always has been. Remember, it's not just what you know, it's also who you know. If a job applicant is trying to secure employment, it certainly helps to know job incumbents—people that currently occupy the type of position sought (Mouw, 2002; Petersen, Saporita, & Seidel, 2000). Thus, for many types of positions or industries wherein minorities are severely underrepresented, the networks of minority candidates place them at a serious competitive disadvantage. Moreover, once an individual manages to secure a job offer, it's time to negotiate a salary. Social networks again come into play by providing access to critical information, and minorities find themselves outside of the loop (Seidel, Polzer, & Stewart, 2000).



These networks continue to be important throughout one's career. Take, for instance, the case of mentoring. According to a recent meta-analysis, mentoring is associated with the enhancement of a number of key career outcomes, such as higher salaries and more promotions (Allen, Eby, Poteet, Lentz, & Lima, 2004). The impact of mentoring on these outcomes, however, is largely contingent upon the mentor's characteristics. For instance, through what Ragins (1997) called the power perspective, protégés of White males receive more career development functions and compensation than protégés of women and minorities (Dreher & Chargois, 1998; Dreher & Cox, 1996; McGuire, 1999). Thus, unlike their White peers, minorities must attempt to diversify their networks if they are to succeed at a comparable rate (Ibarra, 1995; Thomas, 2001). Mouw (2002) succinctly sums up this process in stating that "the combination of high levels of racial social segregation and the informal organization of the labor market results in the transmission of a substantial amount of job information along segregated social networks" (p. 507). Although much of the research in this area pertains solely to race and gender, comparable findings might be expected concerning other dimensions of social identity as well.

### **How Social Network Homogeneity Fosters Intolerance**

The premise that social network homogeneity fosters intolerance is grounded in research on Allport's (1954) contact hypothesis. Essentially, he argued that intergroup contact reduces stereotypes and prejudice, particularly when four conditions are met: Individuals have equal status, are united by a common goal, have support from authorities, and are not in direct competition with one another. Though not all of the subsequent research has supported the contact hypothesis, recent reviews of that literature (e.g., Connolly, 2000) indicate the premise is not without merit and that contact often decreases intergroup bias.

Applying the contact hypothesis in the current discussion suggests that those with more diverse networks should be less intolerant of those belonging to dissimilar groups. Numerous studies appear to support this position. For example, those with more racially and ethnically diverse social networks are more likely to participate in diverse groups and be involved in interracial romantic relationships (Clark-Ibáñez & Felmlee, 2004; Emerson, Kimbro, & Yancey, 2002). In addition, Avery and Thomas (2004) recently reviewed a number of other studies showing that various forms of intergroup contact help to promote more favorable diversity attitudes in the form of higher other-group orientation and universality-diversity orientation. Perhaps more importantly, they claimed that these attitudes are critical determinants of one's ability to manage a diverse workforce, suggesting that intolerance fostered by social network homogeneity could be a career impediment.

Another relevant recent study by Visser and Mirabile (2004) further illustrates the connection between social network homogeneity and intolerance. In a series of four studies using various methodologies, they found that indi-

viduals with less attitudinal diversity in their social networks were more resistant to attitudinal change compared to those with more attitudinally diverse networks. We are attracted to in-group members, in part, because we believe that similarity along surface dimensions is indicative of similarity along deeper dimensions (i.e., attitudes). To the extent that this is true, aligning with attitudinally similar others decreases one's openness to new ideas and ways of doing things. In essence, social network homogeneity closes us off from experiencing dissimilar perspectives that help to make us open to subsequent new experiences and diverse types of people.

### **Tying it All Together**

So you might be asking at this point: What does this mean to me? As workforces around the globe continue to become more diverse, we are faced with the impending future of working alongside colleagues and serving customers who will be different from us along various dimensions. In such settings, it is imperative that we be able to relate to these dissimilar individuals if we (and our companies) are to be successful (Avery & Thomas, 2004). The literature discussed here illustrates how diversity in our social networks can help to reduce discrimination in the workforce while simultaneously making us more tolerant of differences.

Of course, this raises the question of how we can go about diversifying our social networks. Presumably, one reason that most people's networks are so homogenous is because it's easier to get to know similar as opposed to dissimilar others. Although there is some truth to the preceding statement, it is also a convenient excuse to avoid the initial discomfort commonly associated with meeting and getting to know someone different. In fact, most of us have the opportunity, nearly every day of our lives, to meet someone whose background and life story are considerably different than our own. For those whose settings might preclude or diminish such opportunities, I can name at least one that's probably on your calendar—the annual SIOP conference. For example, this past year alone, I had the experience of meeting individuals belonging to at least the following categories: White, Black, Hispanic, Native American, Indian, gay, lesbian, straight, male, female, disabled, younger, older, and too many religions to name here. All of these people will not necessarily become my friends, or even be added to my network, but they increase the likelihood that my future network will become more heterogeneous by enhancing my openness to different types of diversity.

In concluding, I have two questions for readers. First, how diverse is your social network? I encourage you to give this some serious thought. As the saying goes, you can tell a lot about a person by the company that they keep. Second, if your network is not very diverse, what are you going to do about it? Making a conscious effort to be open to individual differences is a necessary first step towards diversifying your social network.

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## *Spotlight on I-O Organizations*

**Lori Foster Thompson**  
**North Carolina State University**

Greetings *TIP* readers! It's hard to believe the month of October is already upon us. And you know what that means—time for Oktoberfest! But how prepared are you, really? Sure, you may be well versed in German beer, sausage, and sauerkraut. Heck, you might even have your very own lederhosen hanging in the closet. But, do you know what DGP stands for? Do you have a good sense of how our German-speaking colleagues meet and network with each other? Can you cite the predominant language used to report research results in Austria, Germany, and Switzerland? If you answered “no” to one or more of the preceding questions, this column is for you. On the following pages, Martin Kleinmann provides an excellent overview of how our I-O colleagues in the German-speaking countries learn about developments in the field and meet like-minded others within the profession.



### **Networking in German-Speaking Countries (Austria, Germany, and Switzerland)**

**Martin Kleinmann**  
**Universität Zürich, Switzerland**

There are more than a dozen different countries with different languages in Europe. Some countries even have more than one official language. For example, there are four official languages in Switzerland. As the mother tongue for around 100 million people, German is the most common among the languages. German native speakers live mostly in Germany, Austria, and in many areas of Switzerland. Thus, it is not surprising that many German-speaking researchers use English *and* German as their language for publishing (unlike, for example, our Dutch colleagues, who speak a less widely used language).



German-speaking psychology scientists are organized in the Deutsche Gesellschaft für Psychologie (DGPs, German Psychological Society, <http://www.dgps.de/>). Currently, this organization has around 2,000 members and its president is Hannelore Weber. The DGPs is more than 100 years old, and its “1st congress of experimental psychology” was held in 1904 in Gießen (Germany). The subdisciplines of psychology are reflected in 15 sections. One section is the section for work and organizational psychology (Fachgruppe Arbeits- und Organisationspsychologie, <http://www.aodgps.de/>), and I have

just been elected its president. The section for work and organizational psychology was founded in 1985 and currently has around 300 members.

Whereas SIOP is an organization for scientists *and* practitioners, the DGPs does not have practitioners as members. In Germany, practitioners are organized in the BDP (Berufsverband deutscher Psychologinnen und Psychologen, Association of German Professional Psychologists, <http://www.bdp-verband.org/>). The BDP also has a section for work and organizational psychologists (Sektion Wirtschaftspsychologie, <http://www.bdp-wirtschaftspsychologie.de/index.html>). In Austria, the situation is similar: Practitioners are organized in the BÖP (Berufsverband Österreichischer PsychologInnen, Association of Austrian Professional Psychologists), and the BÖP has a section for work and organizational psychologists (Sektion der Arbeits-, Wirtschafts- und Organisationspsychologie, <http://www.boep.or.at/awo/index.htm>). In Switzerland, the situation is a little bit different. There is a Swiss organization for work and organizational psychology (Schweizer Gesellschaft für Arbeits- und Organisationspsychologie, SGPAOP, <http://www.sgaop.ch/>) for both practitioners *and* scientists. The SGAOP president at the moment is Ivars Udris. The SGAOP is a member of an umbrella association with the abbreviation FSP. This abbreviation stands for three names (a German, a French, and an Italian one): Föderation Schweizer Psychologinnen und Psychologen/Fédération Suisse des Psychologues/Federazione Svizzera delle Psicologhe e degli Psicologi (translated: Federation of Swiss Psychologists, <http://www.psychologie.ch/>). In short, a German-speaking I-O psychologist is often a member of more than one organization.

The place for networking for German-speaking psychologists is the bi-annual congress of the DGPs. Typically, the DGPs congresses attract around 2,000 attendees. This year, the DGPs congress was held in Nürnberg (Germany, <http://www.dgps2006nuernberg.de/>). In 2 years, the DGPs congress will be held in Berlin (Germany). It will be merged with the 29th International Congress of Psychology (<http://www.icp2008.de/>). This is surely a good occasion to learn more about the manifold aspects of German, Austrian, and Swiss psychological research and to meet German-speaking colleagues. It is also a great excuse to visit one of Europe's most exciting towns. If you are interested, you can already submit your 100-word abstract and register!

Every other year, the DGPs section for work and organizational psychology holds its conference. Thomas Staufienbiel and I organized the first conference, which was held in Marburg (Germany). One guest speaker was **Gary Latham**. The next conference will be in Trier (Germany) in 2007, organized by Conny Antoni and **Andrea Fischbach**. (By the way, Trier is beautiful small town with a history of more than 2,000 years.) Many researchers in I-O psychology attend both the (comparatively) big DGPs congress and also the smaller conference for work and organizational psychology.



Some colleagues also use the biannual congress of the European Association of Work and Organizational Psychology (EAWOP, <http://www.eawop.org/web/>) for networking. The next congress will be held in the Stockholm, the gorgeous capital of Sweden (<http://www.eawop2007.org/>), in 2007. Another networking place is the conference of the International Association of Applied Psychology (<http://www.iaapsy.org/>). It is held every 4 years, and the next congress will be in Melbourne (Australia) in 2010. And, of course, some colleagues travel to the SIOP conferences as well.

Networking among young scientists is fostered by annual workshops that are run by the DGPs section for work and organizational psychology. These workshops give PhD students the chance to discuss their current research with fellow students and more experienced researchers. The focus is neither on presenting fabulous-looking results nor on giving prizes to best research projects. Instead, the focus is on helping where the problems are. This seems to be an attractive workshop format for many PhD students. The workshops are always organized by the president of the DGPs section for work and organizational psychology. They were started by Rüdiger Trimpop in 2004. There is, however, a prize for the best PhD thesis that is sponsored by the DGPs section for work and organizational psychology. It was first awarded in 2005 (to **Cornelius König**).

German-speaking colleagues report their research results predominantly using German as the language. For example, main figures of the Action (Regulation) Theory, like Winfried Hacker and Eberhard Ulich, have published nearly everything in German. It is only fairly recently that authors such as **Michael Frese** and Dieter Zapf have presented this important theory to larger (i.e., English-speaking) audiences. The main peer-reviewed German I-O journals are the *Zeitschrift für Arbeits- und Organisationspsychologie* (editor: Gerhard Blickle, <http://www.hogrefe.de/?mod=zeitschriften&action=1&site=ao>) and the *Zeitschrift für Personalpsychologie* (editor: myself, <http://www.hogrefe.de/?mod=zeitschriften&action=1&site=pps>). These outlets publish mostly original, empirical articles (sporadically also in English) but also overview articles, book reviews, discussions, and practice reports. Books are also a popular research outlet among German-speaking I-O psychologists.

Despite the dominance of German as the language for publishing, a general trend in German-speaking psychology can be noted: More and more research is progressively being published in English. There is a German database called PSYINDEX that keeps track of research published by German-speaking psychologists, independent of the publishing language. PSYINDEX analyses (<ftp://ftp.zpid.de/pub/info/zpid-monitor.pdf>) show that the output of German-speaking psychologists has more than doubled in the last 23 years (3,064 publications in 1980; 7,821 publications in 2003). Of the 3,064 publications in 1980, 7% were in English. In 2003, nearly 20% were in English.

A closer look at publishing strategies, however, reveals important differences between more basic research and more applied research. Whereas German-speaking cognitive psychologists published nearly two thirds of their work in English in 2003, German-speaking I-O psychologists published still less than 10% in English (out of their 833 publications, only 50 were in English). A similar finding can be seen for another applied subdiscipline, educational psychology.

Is the low percentage of English publications good or bad for the German-speaking I-O psychology? This is a hotly debated issue among researchers. Take, for example, Michael Frese and Lutz von Rosenstiel. Both have produced more than 100 publications—Michael Frese mostly in English, Lutz von Rosenstiel mostly in German. Michael Frese is most likely known among many SIOP members, and Lutz von Rosenstiel is most likely known among many German-speaking human resource (HR) managers. Although both are thus well-known, I guess they are only well-known among specific groups of people. I would be happy if the work of Michael Frese were better known among German-speaking HR managers, and I would also be happy if more SIOP members knew the work of Lutz von Rosenstiel. Some people argue that research is only valuable if it can be internationally read and if it is connected to the worldwide community of I-O researchers. According to this viewpoint, research ought to be published in English because that is world's scientific language. Other people argue that it is difficult to get a paper accepted at a U.S. journal if it uses German scales, which are specifically adapted to the work situation in Germany (or Austria/Switzerland). They also argue that substantial differences between the German-speaking countries and the U.S. make a transfer of findings rather unlikely. For example, legal dismissal protection is much higher in Germany than in the U.S. Job insecurity might therefore mean something very different in these two countries. Thus, some colleagues think that the countries benefit more from German-speaking I-O researchers if they publish German book chapters than if they publish journal articles in English. Such a position coincides with a view expressed in an in-press discussion article to be published in the *Zeitschrift für Arbeits- und Organisationspsychologie*: "It is not rare that a well written chapter in a German textbook has more impact on German companies than a complete volume of an American top journal."

Given the magnitude of the German market within Europe and given the peculiarities of German-speaking countries, it is easy to forecast that publishing in German will continue in the future. However, it is also likely that more and more researchers will also publish in English for several reasons. First, Germany, Austria, and Switzerland are changing the systems of their tertiary education (as are many other countries in Europe). They are in the process of adopting the system of having bachelor studies followed by a master's program, whereas, for example, getting a "Diplom" in psychology after



5 ½ years was the standard in Germany for a very long time. The hope is that introducing BAs and MAs will make the exchange of research(ers) and students within Europe easier. The main language for any exchange will surely be English. Second, evaluations of psychology departments are increasing and becoming more rigorous, and evaluators seem to agree more and more that publishing internationally in peer-reviewed journals should be the goal, even for the applied subdisciplines of psychology. This puts pressure on German-speaking I-O psychologists to write articles in English.

It should be noted that some German-speaking I-O researchers are already well-connected in the international arena. For example, **Christian Dormann** is the editor of the *European Journal of Work and Organizational Psychology*, **Sabine Sonnentag** is associate editor of the *Journal of Occupational and Organizational Psychology* and of *Applied Psychology: An International Review*, and Michael Frese is the president of the International Association of Applied Psychology. **Jürgen Deller** (and **Deniz Ones**) organized a symposium about “personality at work” in Lüneburg (Germany) last year. Researchers from all over the world came to this symposium (among others: **Neil Anderson**, **Filip Lievens**, **Timothy Judge**, **Fred Oswald**, **Neal Schmitt**, and **Chockalingam Viswesvaran**). Several work and organizational groups foster their informal contacts by inviting researchers to their colloquiums. For example, the I-O psychologists at the Universities of Gießen, Mainz, and Frankfurt have such a colloquium.

In closing, Germany, Austria, and Switzerland are certainly worth visiting, not only for traveling around, but also for getting to know the ideas and research projects occurring in the area. Visitors at German-speaking universities can rest assured that talking in English will not be a problem. Nearly everyone has learned English at school, so it only might be a little bit rusty. Certainly, there is much to be gained by increasing the amount of networking that takes place among German-speaking, American, and other I-O psychologists. Such connections are likely to benefit the individual researchers involved, as well as the field overall.

### Concluding Editorial

So, there you have it—everything you need to know to ensure that you can hold your own when the banter at this month’s Oktoberfest celebration inevitably turns to the topic of I-O psychology in and around Germany. Clearly, there are many excellent networking opportunities within the German-speaking countries. By describing them in some detail, this article can serve as a useful starting point for readers with an international bent, who are interested in taking a closer look at I-O psychology in the German-speaking countries.

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## *Changing Places in a Small World*

Natalie Allen  
University of Western Ontario



Thus far, this column has included the observations of academics who have taken international sabbaticals, practitioners who made temporary international moves that turned (semi-) permanent, and those whose studies and work experiences have taken them from their native country to an adopted one. If there is a common theme that emerges from the columns thus far, it is that the people we have heard from seemed to adjust rather admirably to the changes they have encountered, have very much enjoyed the process, and learned a great deal.

Since the column began, several academic I-O psychologists with an interest in taking an international sabbatical have asked me about two general issues: how to get the process started and, once established as a sabbatical visitor, how to make the most of the experience. So, no guest columnist this month. Instead I thought I'd reflect on those questions. Part personal opinion, part very unscientific small-sample "survey" conducted with international sabbatical experts (i.e., colleagues and friends). Please note that several of these comments apply equally well to sabbaticals in which one relocates but stays in one's one country.

### **Getting the Process Started: The 4 Ps**

Where in the world do you want to go? Based on my experiences, and those of others who have arranged lengthy sabbaticals (several months to a year), there are three "P" factors that can drive the choice of potential sabbatical locations: people, projects, and place. Some folks first decide where they would like to go based specifically on who they want to work with (people) and/or specific activities in which they wish to be involved (projects). Others think first about places (usually more than one) where they might like to live and go from there, developing or strengthening contacts with relevant people and tweaking their sabbatical project plans to suit.

The fourth—and critically important—"P" is possibility. Have you laid the necessary groundwork to make it possible to be an academic guest in another university department, school, or research institute? Most people who I spoke to arranged their visits through preexisting individual contacts they had at the place in question. Either they were working with someone already or, more often, had simply developed professional and/or friendship ties that made working with someone (even very loosely) a mutually desirable possibility. Clearly, this makes it much easier to make that initial inquiry (and, of course, they may ask you first—even easier!). It also makes it easier to find

out answers to basic questions. (Are sabbatical visitors generally welcome? And would you be welcome? Would a visit work for the particular time period that you have in mind? What would be expected of you? What resources could the “host” provide?) If you don’t have contacts who fit the bill (and too little time to develop them), however, don’t give up. People do contact folks they do not already know to ask about sabbatical possibilities. They simply think about people, projects, or places, and based on whichever of those was the lead-off factor, do some more detailed investigations to come up with a “maybe here” list, and send out some initial queries about possibilities. (Might be best to do this sequentially.) In both cases, you have to be clear about what your expectations are. Realizing that you are the guest here, of course it makes sense to have as few “must haves” as possible. All most of us really need is office space of some sort, computer access, access to the library, and to feel welcome. Most academic units that are willing to have a sabbatical visitor are willing and able to provide that. (Some folks negotiate funding from the host, although my sense is that this is rare [read: don’t count on it!] and typically is in exchange for doing some teaching. For some folks, the latter activity may defeat the purpose of taking a sabbatical, other find it a positive.)

Looking at “possibility” from another perspective, of course one has to determine whether the location in the world that you are considering is a reasonable possibility for you, personally, and for the others in your household who will accompany you. Can you afford to live in Location X? Is furnished housing (relatively) easily arranged? What about schooling and/or childcare? Transportation needs? Some of you may have heard discussion of some of these issues in a symposium organized by **Steve Rogelberg** at the 2004 SIOP conference in LA. See also the first **Changing Places** column (*TIP*, October 2004), in which I discussed logistics and took the view that most of this practical stuff can be sorted out, but it often takes time, planning, patience, and (occasionally) luck.

### **Making the Most of the Visit**

You have arrived. Your hosts have given you some space to work, helped establish computer and library privileges, and introduced you to a few folks. How to make the most of the opportunity to work in this new place?

Sabbatical visitors are, in many ways, odd guests. Although in the politest way possible (I hope!), some will have invited themselves. They may, or may not, be connected to a particular member of the host department and so may be either “someone’s guest” or “everyone’s” (and therefore, really, no one’s) guest. Either way, it is important to remember that the visitor is not there to be looked after or entertained by others in the department. Those others have the same old teaching, research, and administrative tasks that they had before the visitor arrived, and they may not be eager, or able, to add a new responsibility to the list. Most people, however, are exceptionally

friendly and willing to help with specific things. So, how does one avoid becoming a responsibility while at the same time making the most of the opportunity? My experts made the following blend of generic and I-O-related suggestions, all common sense, really, but worth mentioning.

- Introduce yourself to whomever you can run into regularly
- Find out where the coffee room is and what its norms are
- Find out who the go-to people are regarding logistics (computers, office stuff, lost keys, faxes, etc.); try to do this before you have a “crisis”
- Work with your door open if possible
- Make yourself available to graduate students
- Show interest in you new colleagues’ work
- Offer to give a talk (or more than one) about your research
- Attend department/university colloquia, seminars, and “brownbags”
- Attend local/regional I-O-related conferences if possible
- Don’t make assumptions; ask questions about the way work is organized in the culture/country/region you are in
- Attend worksite visits and consulting sites with colleagues if possible
- Get to know relevant colleagues in neighboring universities; who knows when you will be back?
- Read the local papers; it’ll help you know what folks are discussing at lunch or coffee
- Insure that you have sufficient independent work to do (this is usually not difficult!)

Most of all, it is important to appreciate the amazing opportunity you have been given: to get some new (and possibly “old”) work done, with fewer interruptions and responsibilities, in a new cultural environment (of your choosing) with new and welcoming colleagues. How cool is that?

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## **I-O Psychology in the Global Workplace: Emerging Activities and Implications for Our Field**

**Michael M. Harris**  
**University of Missouri-St. Louis**

In this column, I consider the role of I-O psychology in the global workplace in greater detail. That is, what kind of global activities will I-O psychologists be involved with in the future? What are the implications for I-O psychology? What has spurred my thinking recently about this topic is an article I read by Donald Dowling, an attorney, regarding “multijurisdictional” human resource initiatives. Although Mr. Dowling focuses on the legal perspective, the topics he addresses also have implications for I-O psychologists who work in a global context. I begin, however, with a background, sharing my thoughts about the degree to which I-O psychology has become a global science.

### **Background: Is I-O Psychology A Global Science?**

First, I begin with the premise that in the last 50 years, most (but not all) of the major developments in I-O psychology have taken place in North America. Indeed, when we look at some of the most significant I-O practices, such as structured interviewing and Behaviorally Anchored Rating Scales, to name just a few, as well as scientific methods (e.g., meta-analysis), they were developed and largely refined in North America. (I do want to point out that there are increasing numbers of I-O psychologists nowadays in areas outside of North America who are producing excellent research in our field.) What this tells me is that much of the field of I-O psychology may be culture bound to a large extent. The North American culture is highly achievement oriented, individualistic (rather than collectivist), short-term focused (rather than long-term), and we place a heavy emphasis on quantitative results. These are just a few of the characteristics of North American culture. Nevertheless, we as I-O psychologists seem to focus little on specific aspects of culture and how they may affect our practice of I-O psychology in different cultures. I would assert that we need to be cautious in seeing the world through our own cognitive filters. Indeed, we may need to go through extensive training in order to become aware of our cultural biases before we can help others (i.e., non-I-O psychologists) become aware of their cultural biases.

In addition, at the 2006 SIOP conference, I attended several sessions on the globalization of I-O psychology. At the risk of generalizing, my sense was that our practices were applied to other countries with more “tweaking” than “major overhauls.” However, in performing a recent review of literature, I found good support for the argument that culture does affect areas such as compensation, performance management, and so forth. However, the extent to which this calls for new theories to be developed is unknown. Perhaps rather than new theories, new variables need to be added to our models. An example is in order here. Training is one area where one can expect that practices may need to differ, depending on the particular culture one is dealing with. My recent reading on training people from different cultures suggests a variety of ways in which training may be affected by culture. Given limited space, I will just note two of the interesting points that I have learned:

1. In general, different people from different cultures react differently to different training methods. Some cultures prefer a highly unstructured approach to training, but people from other cultures prefer a highly structured training experience. The methods of training may need to vary therefore depending on the culture.

2. Symbols, language, and even gestures that are used may differ from culture to culture, and therefore communicating with people from another culture can cause confusion and even misunderstandings. Did you know that to “table” an issue has a different meaning in the U.S. than it does in the U.K.?

These points are interesting and certainly require consideration by anyone doing training in a different culture. But what about the more fundamental question as to whether training methods that are successful in, say, a North American context are equally effective in other cultures? As an example, is behavioral model training effective throughout the world? I am not aware of research on this question, which leads me to conclude that at best, I-O psychology as a *global* science remains in its infancy.

### **Emerging Global Activities**

If I-O psychologists are to be of value to organizations, we need to consider how we can contribute to important global activities. Towards that end, Dowl-ing (2006) listed a number of business globalization trends, which have interesting potential implications for I-O psychologists as well. These trends include:

- Offshoring various functions (e.g., call centers);
- Cross-border mergers, restructurings, and downsizing;
- Corporate ethics, workplace human rights, and sweatshops;
- Global codes of conduct and equal employment opportunity policies;
- Global compensation and benefit plans;
- Increasing demand for expatriates;
- Global HR information systems and the implications for data privacy laws.



Dowling (2006) emphasizes that these projects increasingly require not just foreign experts but local experts as well. The degree to which local expertise is needed, according to Dowling, depends on the nature of the project. A global benefits project, for example, may require extensive support from local employee benefits specialists, as regulations are likely to vary from country to country. Developing a global equal employment opportunity policy, however, may require less intensive local expertise as discrimination laws generally support, rather than conflict, with a global organization's policies.

Dowling (2006) also described some of the most common international employment law compliance challenges. Although his focus is on the legal aspects, several of these challenges have the potential to involve I-O psychologists and therefore they deserve some discussion. Next, I discuss several of those challenges that are more pertinent to I-O psychology and conclude with a discussion of the implications for I-O psychologists.

*Multicountry reductions in force.* Besides a myriad of laws that may affect terminations, which are likely to differ from country to country, policies and practices must be developed and implemented. Communication processes must be determined (e.g., how terminations are announced), criteria for the terminations must be decided (e.g., are past performance appraisals, future skill assessments, or some combination thereof to be used? How will seniority be used?), timetables for the decisions must be calculated, and severance/outplacement programs must be examined. All of these decisions need to be made with cultural differences in mind. I-O psychologists have the potential to contribute a great deal to these assignments.

*Global mergers and acquisitions (M&A).* Although involvement in M&As is hardly a traditional activity for I-O psychologists, this does not reduce its importance. Dowling notes a number of tasks that comprise an M&A, including the need to plan in advance how various HR practices will be implemented. For instance, Dowling notes that the buying company will need to determine how it will integrate the new employees into its workforce. Will there be layoffs? As pointed out above, the buying company will need to realize that other countries have differing laws regarding terminations and these need to be carefully researched. If the newly acquired employees will be retained, but currently have a superior reward package, a process for effectively communicating change, and addressing problems that arise, should be determined.

*Global workforce restructurings.* Dowling (2006) observes that there are several potential legal implications of global restructuring, including the need to compensate workers in some countries for lost rights. I-O psychologists have much to offer in terms of the design and process of restructuring an organization. Again, however, I-O psychologists must keep in mind that culture may play a profound role here. In a culture with high power distance, for example, a restructuring that empowers lower level employees and reduces the decision making of supervisors may cause considerable discomfort to those affected.

## Implications for I-O Psychology

There are a number of implications of the emerging assignments described above for I-O psychology. First, it is possible that more traditional I-O psychology activities, such as selection, testing, performance management, and employee surveys, may become less dominant in a global setting. That is not to say that these activities will no longer be important. Second, I-O psychologists are likely to find that as a result of these new assignments, new knowledge and skill sets will become important. Background seminars in the employee aspects of M&A issues, for example, may become helpful for I-O psychologists. Finally, with the advent of these new assignments, I-O psychologists may play a more strategic role than they have in the past. This is particularly important, as companies increasingly outsource (or offshore) basic HR functions, thereby freeing I-O psychologists to engage in other, higher level activities. Moreover, some have argued that strategic activities garner more respect, and are valued more highly, by top management.

Which leads me to my last thought, namely, whether I-O psychology is perceived to provide value to employers in a global context. Given the relatively limited understanding, let alone appreciation, that many line managers may have of our field, I question whether there will be much push to involve I-O psychologists in global issues. I believe it will therefore be increasingly important for I-O psychologists to demonstrate their value in a global context and prove the worth of their skills in this context.

In sum, our field will experience increasing globalization in the future. It behooves us to expand our knowledge and skill base in this area and provide training opportunities to I-O psychologists. Although there are certainly challenges in this domain, I believe that the opportunities clearly outweigh the threats to our field. I expect that 10 years from now, global knowledge will be a core competency for I-O psychologists. As a result, every successful I-O psychologist will have a strong global background, as well as a thorough grasp of I-O content areas.

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**Mike Zickar**  
**SIOP Historian**  
**Bowling Green State University**

The lack of American I-O psychologists' understanding of our international partners' research contributions is large and has been noted by others. This gap of understanding is even larger for knowledge of the history of applied psychology from other countries. The following short article by Olga Clark reminds us of the important and turbulent history of industrial psychology in Soviet Russia. This history is interesting on its own merits but it also serves a reminder and warning for the dangers of meddling by politicians in the pursuits of science.

For further understanding of the development of applied psychology outside the United States, I urge everyone to read **Peter Warr's** chapter "Some Historical Developments in I-O Psychology Outside USA" in **Laura Koppes's** new book *Historical Perspectives in Industrial and Organizational Psychology* (2006, Lawrence Erlbaum Associates).

## **The Rise and Fall of Soviet Industrial Psychology: A History Lesson**

**Olga L. Clark**  
**University of Hartford**

It is a little known fact that industrial psychology was well established in the early years of the Soviet Union and that by the late 1930s, as a result of a political campaign, it was almost completely destroyed. This article outlines the development and the decline of Soviet industrial psychology and attempts to put these events in their political, economic, and cultural context.



The Russian Civil War that followed the Bolshevik revolution of 1917 lasted until 1921. During this period, an economic policy of War Communism was implemented, heavy industry was nationalized, and all private enterprise abolished. After the war was over, Soviet Russia struggled to rebuild its ruined economy. Vladimir Lenin, Leon Trotsky, and other Bolshevik leaders believed that rapid industrialization and modernization was a matter of life and death for the vulnerable new regime. As the New Economic Policy was implemented in 1921, ideological restrictions were relaxed and many Western ideas were adopted to facilitate economic development. Inspired by Ford and Taylor's ideas of efficiency and scientific management,

Russian workers were encouraged to develop better work habits. Western ideas of “scientific organization of labor” or NOT, according to its Russian acronym, were widely popularized among the new members of the proletariat, many of whom until recently were semi-literate peasants.

In 1921, with support of Lenin and Trotsky, Aleksei Gastev (1882–1938), an enthusiastic devotee of “Taylorization,” established the Central Institute of Labor or CIT. One of the utopian goals of Gastev’s institute was the creation of the new “Mechanized Man”—the perfect industrial worker. This was to be accomplished through increasing labor efficiency, developing new training methods, and improving industrial design. Several scientific laboratories were established to investigate psychophysical process involved in industrial production jobs. Among the scientists conducting experimental research at CIT was Isaak Shpilrein (1891–1937). Shpilrein was a Russian-born, German-educated psychologist, who studied with both Wilhelm Wundt and William Stern. Shpilrein was well familiar with Stern’s concept of psychotechnique, which, similarly to Münsterberg, he defined as application of psychological methods to solving real-life problems. Shpilrein believed that work practices grounded in psychological research (rather than Taylorism) were the way to achieving Russia’s economic objectives. Following Stern, Shpilrein was an advocate of individual difference assessment as a selection and placement method.

After leaving the Central Institute of Labor in 1922, Shpilrein became the undisputed leader of Soviet industrial psychologists. He conducted original research, kept in contact with American and European colleagues, and mentored the new generation of industrial psychologists. By late 1920s, hundreds of specialists-psychotechnics employed in a variety of laboratory and industrial settings were conducting field and lab research in selection, placement, training, accident prevention, industrial design, and fatigue reduction. In 1927, the All-Russian Society of Psychotechnics and Applied Psychophysiology was formed. By 1931, the society had 1,020 active members. Morris Viteles, the noted American psychologist, visited Russia in 1934 and observed the striking resemblance between the scope and methods of Soviet industrial psychologists and their Western colleagues. He also felt that “this progress was a tribute to the sincerity and integrity of Russian scientists who must struggle...against the intolerance of a political creed and system which denies to them the freedom of thought and opinion that is basic to real accomplishment in every field of science” (Viteles, 1935, p. 103).

This statement proves that Viteles was an astute observer. As Soviet industrial psychology was gathering momentum, the country was undergoing a political sea change. Soon after it began, however, the period of relative intellectual and scientific freedom was coming to an end. From 1928 on, following the defeat of Trotsky’s opposition, Stalin began seizing absolute power and building an isolated totalitarian society that had no more patience for dissent. The implementation of Five-Year Plans called for centralized

command and control economic methods. This trend was also manifested in the increasingly vigilant ideological oversight of science and education. In the early 1930s, Soviet industrial psychologists began to feel a growing pressure to distinguish themselves from the “bourgeois” psychologists in the West. This led to some awkward moments during the 7th International Psychotechnic conference in September of 1931 in Moscow as Shpilrein criticized William Stern, who was in the audience.

Industrial psychologists’ attempts to adapt to the Marxist model of science did not save them from being repeatedly criticized in the Soviet press. Their many accomplishments forgotten, psychologists were being accused of conducting counterrevolutionary research, especially where individual differences were concerned. In 1935 Shpilrein was arrested as a “Trotskyist,” sent to GULAG, and later executed. Alexi Gastev shared his fate. The final blow was delivered in the fall of 1936 in the form of the decree of the Central Committee of the Communist party that accused psychotechnics of such “perversions” as misusing psychological testing in industry and education and reliance on non-Marxist research methods. Virtually any kind of psychological assessment and individual differences research became taboo. Soon after, the Psychotechnic Society was dissolved, most research laboratories closed, and educational efforts seized. Many industrial psychologists lost their jobs in education and industry and had to find employment in other areas. Industrial psychology was not completely cleared of its counterrevolutionary label until the 1960s.

The history teaches us that when scientific progress and ideology clash, science often ends up on the losing side. In the light of the recent debate over stem-cell research, the importance of this historical lesson cannot be underestimated.

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Roger Williams University, located on 140 acres in the Historic Seaport town of Bristol, RI, is a leading liberal arts university in New England higher education and consists of a liberal arts college and six professional schools. The Department of Psychology at Roger Williams University invites applications for the following tenure-track appointments to begin in the Fall semester of 2007:

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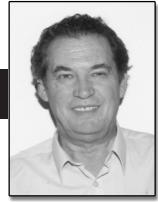
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Arthur Gutman  
Florida Institute of Technology



***Burlington Northern Santa Fe (BNSF) v. White:***  
**More Than Meets The Eye**

One of my favorite hobbies is reading reactions of labor attorneys to Supreme Court rulings. My favorite site for this purpose is ELIN (Employment Law Information Network<sup>1</sup>). Though ELIN attorneys generally favor defendants, they usually provide a variety of viewpoints. Not this time. On June 22, 2006 the Supreme Court unanimously supported Sheila White's claims of retaliation in *BNSF v. White*. Over the next few weeks, there were roughly two dozen citations in ELIN on how the Supreme Court "widened," "broadened," or "expanded" protections for employees against retaliation. Clearly, the ELIN attorneys were surprised by the ruling. So was I. However, the surprise was not that Sheila White won but the reasons why.

**Facts of the Case**

The facts in *BNSF v. White* are not that complicated. Sheila White was hired by Marvin Brown as a track laborer in the department of Maintenance of Way in the Memphis, Tennessee yard of BNSF. She was the first female in an all-male workforce. Although White was hired to perform relatively "dirty" work (e.g., removing and replacing track components, cutting brush, clearing litter, etc.), Brown was particularly impressed that White could operate a forklift. One day, a forklift operator vacated his position and Brown reassigned White to forklift operation. There was no change in grade or pay, but clearly, forklift operation is the cleaner job, requires more skill, and is more prestigious than ordinary track labor work. Subsequently, White was insulted and humiliated in front of her colleagues by Bill Joiner, her supervisor. White complained to Brown and Joiner was suspended for 10 days. That could have ended it, but Brown reassigned White back to track labor work based on complaints by male co-workers that forklift operation should go to a more "senior man." In addition, sometime later, White was suspended without pay for insubordination after an incident involving Percy Sharkey, a foreman. White appealed the suspension via the BNSF internal grievance procedure and the BNSF investigator concluded the suspension was an "overreaction," and White was given back pay for 37 days of missed work.

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<sup>1</sup> The link for ELIN is [www.elinonet.com](http://www.elinonet.com). Registration is required, but membership is free. Members receive daily updates on employment law cases and issues.



White, who had previously filed a retaliation claim for reassignment to track labor work, added a second retaliation claim based on the suspension.

### Background Information

I previewed *BNSF v. White* in the July 2006 issue of *TIP*. I suggested Sheila White would win. My traveling partner (**Don Zink**) and I did a similar thing at SIOP.<sup>2</sup> After the ruling, I got e-mails congratulating me on my “foresight.” Thanks, but no thanks. I don’t think anyone familiar with the issues in the case expected BNSF to win. I think the Supreme Court chose a case with relatively plain facts to resolve conflicts among the circuit courts on three different standards for deciding retaliation claims. The Supreme Court did a similar thing in *Robinson v. Shell Oil* (1997), a landmark ruling credited with opening the floodgates for retaliation claims.

White was a likely loser under one of these standards, which I will call Ultimate Employment. Nobody I know expected this standard to prevail (and it did not). On the other hand, for reasons described below, White was a likely winner under either of the other two standards, but one of these contenders, which I will call Adverse Employment, was the betting favorite and the other contender, which I will call EEOC Deterrence, was the underdog. When the news media reported on the Supreme Court’s ruling, they focused on the fact that Sheila White won on all nine scorecards. However, the more important vote for purposes of legal precedent was that eight justices, led by Breyer, voted for the underdog (EEOC Deterrence) and only one justice (Alito) voted for the betting favorite (Adverse Employment).

My focus in the July 2006 column was on Alito’s support of Anna Jensen in *Jensen v. Potter* (2006) as a predictor of his likely vote favoring Sheila White in *BNSF v. White*. Anna Jensen complained she was sexually harassed by Carl Waters, and Waters was terminated. Jensen was then reassigned to Waters’ prior work station where she was harassed for 19 months by fellow coworkers who disagreed with the termination. The district court judge dismissed Jensen’s complaint in a summary judgment, ruling that coworker harassment is not a valid basis for a retaliation claim. Other courts had rendered similar rulings under Ultimate Employment, but Judge Alito favored Adverse Employment and overturned the summary judgment on this basis. Alito rendered this ruling on January 31, 2006, the day he was sworn in as a Supreme Court justice.

I didn’t cover the three standards in the July column because retaliation was only one issue in a broader range of issues across Alito’s 15-year tenure as a 3rd Circuit Court judge. Nevertheless, I thought Adverse Employment would prevail. There were several reasons to believe it was the betting favorite. At trial, a jury awarded Sheila White \$43,500 based on Adverse Employment, and this award was ultimately upheld by an en banc panel of 13

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<sup>2</sup> This was a SIOP preconference workshop entitled “Employment Law: That Was the Year That Was—And Might Be Next” on May 4, 2006, in Dallas, TX.



judges at the 6th Circuit Court. In addition, Solicitor General Clement wrote an amicus brief on behalf the Bush Administration supporting Sheila White (not BNSF) on the basis of Adverse Employment. If that wasn't enough, a quick search suggests that Adverse Employment was used in more retaliation cases and in more circuit courts than its two competitors combined, including of course, Alito's 3rd Circuit Court ruling in *Jensen v. Potter*.

By my count, there are only two legal issues that cut across the panorama of workplace laws: disparate treatment and retaliation.<sup>3</sup> Moreover, retaliation claims had already doubled between 1992 and 2003 (see Zink & Gutman, 2005), in no small part due to *Robinson v. Shell Oil*. Furthermore, as Don Zink showed in our SIOP workshop, after adding year 2004, there seems to be a more recent pattern in which retaliation claims are increasing even though discrimination claims based on race, gender, religion, national origin, age, and disability are starting to decrease. Of course, we will need a few more years to determine if this latter trend holds.

I think the fact that Sheila White won is alone sufficient to contribute to the increasing amount of retaliation claims, independently of why she won. However, there are related concerns because of why she won. Some SIOP members have told me that *BNSF v. White* will add to the list of actions plaintiffs will use to claim retaliation, including off-the-job incidents. Additional fears include an increase in retaliation claims on "trivial" issues, that plaintiff attorneys will encourage such complaints, and that such claims will more likely go to trial because district court judges will be hard pressed to "weed" them out in summary judgments. I have yet another concern. The main issue in *BNSF v. White* was "harmonizing" the relationship between nondiscrimination and retaliation provisions in Section 703(a) and 704 (a) in Title VII. My concern is that in addressing this issue, the Supreme Court opened a can of worms on a related issue: the definition of "adverse employment consequences" in retaliation claims and "tangible employment consequences" in sexual harassment claims.

The bottom line is there are several reasons to believe the Supreme Court has raised at least as many issues as it has resolved and that it will be forced to revisit these issues in less time than the 9 years between *Robinson v. Shell Oil* (1997) and *BNSF v. White* (2006). Let's take it an issue at a time.

### **Nondiscrimination and Retaliation Proscriptions in Title VII**

Title VII offers a trilogy of proscriptions based on race, color, religion, sex, and national origin (a sort of three-part harmony). These proscriptions apply to (a) terms and conditions of employment, (b) segregation and classification, and (c) retaliation. The first two parts are written into Section 703(a) of Title VII, which makes it illegal for an employer to:

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<sup>3</sup> Anti-retaliation provisions apply in Title VII, age discrimination (ADEA), disability discrimination (ADA), constitutional claims, FLSA (Fair Labor Standards Act) and NLRA (National Labor Relations Act).

(1) [F]ail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment...or (2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee.

The third part (the anti-retaliation provision) is written into Section 704(a) in Title VII, which makes it illegal for an employer to:

[D]iscriminate against any of his *employees or applicants* for employment...because he has *opposed* any practice made an unlawful employment practice by this subchapter, or because he *has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing* under this subchapter (emphasis added by author).

Thus, the anti-retaliation provision contains both an *opposition clause* (for complaining about employer practices short making legal claims) and a *participation clause* (for making actual legal claims).

Prior to *BNSF v. White*, the only major issue in Section 704(a) addressed by the Supreme Court was the definition of *employee* in *Robinson v. Shell Oil*. Some courts had interpreted the phrase “employees or applicants” literally and denied application of Section 704(a) to former (terminated) employees, others did not. Charles Robinson sued for racial discrimination under 703(a) after Shell Oil terminated him. He then applied for another job and that employer requested a reference letter from Shell Oil. The reference letter was negative and Robinson lodged a 704(a) claim that it was written in retaliation for his 703(a) claim. Shell Oil argued the term “employee” covers only current employees and applicants. The Supreme Court rejected this argument and extended coverage of 704(a) to include former employees. The ruling was written by Justice Thomas. It was short, crisp, and unanimous, and unlike *BNSF v. White*, there were no separate concurrences with varying opinions.

### **The EEOC’s Deterrence Standard**

In the immediate aftermath of *Robinson v. Shell Oil*, the EEOC issued policy guidance on 704(a) in Section 8 of its compliance manual (Number 915.003; 5/20/98). This guidance superseded prior guidance in Section 614.7(f) in the 1991 compliance manual. The new version articulated three “essential elements” for a retaliation claim. Specifically, plaintiffs must prove (a) they engaged in opposition or participation; (b) they suffered an “adverse action”; and there was (c) a “causal connection” between the opposition or participation and the adverse action. The new version also articulated the EEOC Deterrence standard as its definition of *adverse action*. Accordingly:

The statutory retaliation clauses prohibit any adverse treatment that is based on a *retaliatory motive* and is *reasonably likely to deter* the charg-

ing party or others from engaging in protected activity. Of course, *petty slights and trivial annoyances are not actionable*, as they are not likely to deter protected activity. More significant retaliatory treatment, however, can be challenged *regardless of the level of harm*.

Broadly construed, this definition applies to any action based on illegal motives that deters (or dissuades) a “reasonable person” from exercising the right to oppose or participate in accordance with 704(a), including actions that might occur away from the job. The EEOC also believes its position is sufficient to dispel “trivial annoyances” that do not rise to the level of deterrence. As we will witness below, this was a major point of disagreement between Breyer’s group and Alito in *BNSF v. White*. The part on “level of harm” implies the motive to discriminate is the basic violation and the degree of harm to the plaintiff relates to the monetary award for compensatory damages.

The EEOC acknowledged that some courts had used the other two standards, and that Adverse Employment is less restrictive than Ultimate Employment. Nevertheless, it rejected both standards in no uncertain terms. Accordingly:

Adverse Actions Need Not Qualify as “Ultimate Employment Actions” or Materially Affect the Terms or Conditions of Employment to Constitute Retaliation.

On the surface, there were solid reasons for betting against EEOC Deterrence in *BNSF v. White*. First, although federal courts often defer to EEOC regulations (according them the force and effect of law), such missives are authorized by Congress, whereas compliance manuals (and other forms of policy guidance) are generally written for employers and require no such authority. Second, EEOC Deterrence emerged full-blown in response to *Robinson v. Shell Oil*, even though the definition of “employee” was the major issue in that case. Third, the EEOC had used the term “adverse employment action” in its 1991 compliance manual, and in a number of retaliation cases it prosecuted or submitted amicus briefs.

However, beneath the surface, there were stronger currents suggesting EEOC Deterrence was the true betting favorite all along. First, the EEOC had a strong interest in *Robinson v. Shell Oil* and several related cases it subsequently cited in the revised 1998 compliance manual. For example, in *EEOC v. L. B. Foster* (1997), the 9th Circuit accepted the EEOC’s belief that a negative reference may imply retaliatory motive even if a plaintiff has no chance of obtaining the job. Second, the EEOC had already opposed Ultimate Employment and Adverse Employment in several cases. Third, the EEOC wrote an amicus brief in *Robinson*, and Justice Thomas cited this brief, along with the 1991 EEOC compliance manual in his *Robinson v. Shell Oil* ruling. In fact, Thomas, a former director of the EEOC, used both authorities to rule that the “primary purpose” of Section 704(a) is to “deter victims from complaining to the EEOC,” thereby “maintain[ing] unfettered access to statutory remedial mechanisms.” Because no other

opinions were expressed in *Robinson*, hindsight suggests that seven of the nine justices in *BNSF v. White* already understood and supported EEOC Deterrence in 1997. Of course after the fact, Breyer repeated the exact words used by Thomas in *Robinson v. Shell Oil* in supporting EEOC Deterrence in *BNSF v. White*.

### The Ultimate Employment Standard

On the surface, BNSF had what a casual observer might think was a strong defense. BNSF argued that retaliation claims should be limited to “ultimate employment decisions,” as supported by the 5th and 8th Circuits (see *Mattern v. Eastman Kodak*, 1997 & *Manning v. Metropolitan Life*, 1997). For example, in *Mattern*, the 5th Circuit limited actionable retaliation claims to “hiring, granting leave, discharging, promoting, and compensating.” This standard, which is clearly employer friendly, was supported in amicus briefs written on behalf of SHRM (Society for Human Resource Management) and NFIB (National Federation of Independent Business), and by the EEAC (Equal Employment Advisory Council) on behalf of approximately 340 of the country’s largest private-sector employers. The defense argument was that neither of Sheila White’s complaints constituted an ultimate employment decision. The defense argued that reassignment to track labor work was a permissible lateral transfer within the same job classification and pay grade as forklift operation, and the 37-day suspension was temporary and properly addressed via BNSF’s internal grievance procedure.

However, beneath the surface, stronger currents dictated that Ultimate Employment was dead in the water. It was never a serious contender in the lower court rulings in *BNSF v. White*. As important, although reasonable people may disagree on whether the facts in cases like *Mattern* and *Manning* are “trivial” or not, there are many other cases with more compelling facts than *Mattern* or *Manning* in which courts supported off-the-job actions that did not constitute ultimate employment actions. For example, in *Berry v. Stevinson Chevrolet* (1996), an employer filed false criminal charges against an employee who complained about discrimination. And in *Rochon v. Gonzales* (2006), a Black FBI agent twice sued for racial discrimination and received two settlements, the second for \$40,000 in damages. He filed a retaliation claim after receiving credible death threats from a prison inmate and, contrary to its own stated policies, the FBI afforded no protection to him or his family.

The bottom line is that in *BNSF v. White*, Breyer rejected Ultimate Employment deeming it restrictive and limited in scope. Of course, as noted above, this was hardly surprising. The difficult part of this case for legal pundits is that Justice Alito also rejected Ultimate Employment and at the same time signaled that he would likewise favor the plaintiffs in cases like *Berry* and *Rochon*, but under Adverse Employment rather than EEOC Deterrence.

## The Adverse Employment Standard

This standard requires a nexus between 703(a) and 704(a). In effect, you cannot have an actionable retaliation claim unless the retaliatory act interfaces with the terms, conditions, and privileges of employment. The 6th Circuit Court, for example, requires that an alleged retaliatory act must involve a “materially adverse change in the terms and conditions of employment.” In order to constitute an “adverse employment action.” Clearly, the retaliatory act itself does *not* have to constitute an “ultimate employment decision,” as illustrated, for example, in the *Berry* and *Rochon* cases cited above. Another example is in hostile environment sexual harassment. By definition, hostile harassment involves severe or pervasive abuse sufficient to *interfere with* the terms and conditions of employment but requires no tangible employment consequences (see for example *Meritor v. Vinson*, 1986). More on that later.

I was not surprised that EEOC Deterrence became a strong contender in the retaliation debate. However, I was surprised that it became enough of a key feature in this particular case (*BNSF v. White*) for the Bush administration to weigh in on Sheila White’s side, at the same time supporting Adverse Employment. Fortunately, this did not require a deep-sea fishing expedition but merely plain reading of the lower court rulings. The 6th Circuit rendered two rulings. In the first ruling (310 F. 3d 443 [2002]), a divided three-judge panel overturned the jury award because the two majority judges believed that the acts cited by Sheila White did not rise to the level of “adverse employment actions.” The dissenting judge (Clay) agreed with the standard used but not the conclusion reached. He wrote:

Like the majority, I recognize that this Court requires a materially adverse employment action for a plaintiff to state a *prima facie* case of Title VII retaliation. Unlike the majority, however, I believe that Plaintiff satisfied her requirement in that regard.

There was no mention of EEOC Deterrence in the first ruling. However, when reviewed a second time by en banc panel of 13 judges (364 F. 3d 795 [2004]), all 13 agreed with the jury award, including the 2 majority judges from the first ruling. However, Judge Clay introduced EEOC Deterrence, and seven judges favored Adverse Employment and six favored EEOC Deterrence. Obviously, this close (7 to 6) vote is what motivated the Solicitor General to join the fray.

## The Supreme Court Ruling

To reiterate, Breyer and Alito favored the plaintiff but for different reasons. Breyer adopted the EEOC’s viewpoint on retaliation and Alito supported the 3rd Circuit Adverse Employment viewpoint he articulated in *Jensen v. Potter*.

Breyer conceded the EEOC used the term “adverse employment action” in its 1991 compliance manual (and also the 1988), but dug deeper, citing the 1972 reference manual where the EEOC stated Title VII “is intended to provide

exceptionally broad protection for protestors of discriminatory employment practices.” He noted that based on this principle, and on the myriad of cases the EEOC has joined, that Sections 703(a) and 704(a) are “not coterminous,” meaning a 703(a) is not a requirement for making a 704(a) claim. He then rejected both Adverse Employment and Ultimate Employment. Accordingly:

The scope of the anti-retaliation provision extends beyond workplace-related or employment-related retaliatory acts and harm. We therefore reject the standards applied in the Courts of Appeals that have treated the anti-retaliation provision as forbidding the same conduct prohibited by the anti-discrimination provision and that have limited actionable retaliation to so-called “ultimate employment decisions.”

Breyer defined EEOC Deterrence as follows:

We conclude that the anti-retaliation provision does not confine the actions and harms it forbids to those that are related to employment or occur at the workplace. We also conclude that the provision covers those (and only those) employer actions that would have been *materially adverse* to a reasonable employee or job applicant. In the present context that means that the employer’s actions must be harmful to the point that they could well dissuade a *reasonable worker* from making or supporting a charge of discrimination (*emphasis added by author*).

Breyer also ruled that the “anti-retaliation provision protects an individual not from all retaliation, but from retaliation that produces injury or harm.” In his view, the “materially adverse” and “reasonable worker” components of the EEOC Deterrence standard does this and therefore insulates courts from having to weigh trivial complaints. From Alito’s perspective, this is a logical contradiction. Accordingly:

[T]he majority itself identifies another purpose of the anti-retaliation provision: “to prevent harm to individuals” who assert their rights.... Under the majority’s test, however, employer conduct that causes harm to an employee is permitted so long as the employer conduct is not so severe as to dissuade a reasonable employee from making or supporting a charge of discrimination.

Indeed, Alito argued that Breyer’s ruling could lead to unintended “perverse results” in which “the degree of protection afforded to a victim of retaliation is inversely proportional to the severity of the original act that prompted the retaliation.” Accordingly:

A reasonable employee who is subjected to the most severe discrimination will not easily be dissuaded from filing a charge by the threat of retaliation; the costs of filing the charge, including possible retaliation, will have to be great to outweigh the benefits, such as preventing the continuation of the discrimination in the future and obtaining damages and other relief for past discrimination. Because the possibility of relatively severe

retaliation will not easily dissuade this employee, the employer will be able to engage in relatively severe retaliation without incurring liability under §704(a). On the other hand, an employee who is subjected to a much milder form of discrimination will be much more easily dissuaded. For this employee, the costs of complaining, including possible retaliation, will not have to be great to outweigh the lesser benefits that might be obtained by filing a charge. These topsy-turvy results make no sense.

Alito also criticized another major point in Breyer's ruling requiring lower courts to consider the "context" in which employment actions occur. Accordingly:

Although the majority first states that its test is whether a "reasonable worker" might well be dissuaded...it later suggests that at least some individual characteristics of the actual retaliation victim must be taken into account. The majority comments that "the significance of any given act of retaliation will often depend upon the particular circumstances," and provides the following illustration: "A schedule change in an employee's work schedule may make little difference to many workers, but may matter enormously to a young mother with school age children."

This is an obvious reference to *Washington v. Illinois Dept. of Revenue* (2005), where Chrissie Washington had a flextime schedule (7am to 3pm) permitting her to care for her mentally retarded child. After claiming racial discrimination for employment decisions made by her supervisor, the supervisor ordered her to work a 9am to 5pm shift. Washington refused. Her position was then abolished and she was laterally transferred to the same position, but with a new supervisor. The new assignment had a 9am to 5pm shift and Washington was forced to reapply for flextime. Washington then used sick leave and vacation time to continue to care for her child.

In the end, of course, it's Breyer's opinion that counts, and his opinion is that Sheila White won on a more restrictive standard (Adverse Employment) in the lower courts; therefore, she also wins on the less restrictive standard (EEOC Deterrence).

### **Interpretation and Conclusions**

The stated goal in *BNSF v. White* was to "harmonize" the provisions in Sections 703(a) and 704(a) in Title VII and, by implication, provide a one-fits-all solution for nondiscrimination and relation provisions in related statutes as well. I'm not so sure this happened. I think there are multidimensional issues and that these issues will require future Supreme Court rulings. What I will do below is state what I think some of these issues are and leave them for a future column or (big hint) for other SIOP members to write about in future issues of *TIP*.

First, much attention has been devoted to the dimension of the relative "restrictiveness" of the three standards. Ultimate Employment is undoubtedly



more restrictive (for plaintiffs) than either EEOC Deterrence or Adverse Employment, but I'm not so sure the latter two standards are dramatically different from each other from a functional perspective. I see a cadre of cases other than *BNSF v. White* where EEOC Deterrence and Adverse Employment did or would reach the same conclusion (e.g., *Jensen v. Potter*, 2006, *Berry v. Stevinson Chevrolet*, 1996, & *Rochon v. Gonzales*, 2006). Such cases featuring clear-cut acts of retaliation for opposition or participation where, in my judgment, there was *both* deterrence *and* interference with the terms and conditions of employment. I don't have enough remaining space for a rundown, so I will have to leave this issue for a future column (or for someone else). My question is, for the majority of cases, does it really matter which of the two less restrictive standards is used?

Second, and closely related to the first point, the dimension or principle of "fairness" dictates that neutral observers should be as opposed to frivolous and trivial complaints as they are to illegal acts of discrimination. Indeed, a common theme in many Supreme Court rulings is that Title VII is not a "civility statute." For example, there is no coverage under any standard for coworkers who apply the "cold shoulder" to whistleblowers. Simply put, people are allowed to be people, and even when someone complains, there is nothing in any law that says others must be as friendly and collegial as they were before. Breyer and Alito each claimed the better cure for such "trivial" complaints. I'm not so sure either cure is adequate. Breyer says there has to be "harm" plus a "reasonable person" assessment of deterrence to complain. and Alito says there has to be a "material effect" on "terms and conditions of employment." Both viewpoints adequately address situations where coworkers apply the "cold shoulder," and reasonable people, properly instructed, should see the difference. What's not clear to me is how either viewpoint defines the line where triviality ends and harm and deterrence (Breyer) or interference with terms and conditions of employment (Alito) begins. You tell me.

Third, retaliation claims are themselves multidimensional. Some involve the same acts as in the original complaint (e.g., more harassment after initial harassment; more undesirable assignments after initial undesirable assignments), some involve different acts (e.g., harassment after demotion; demotion after harassment), and some involve nonworkplace acts (e.g., negative references, false legal charges). Also, some claims target supervisors, some target supervisors and coworkers, and some target only coworkers. Each claim, of course, must be viewed in its "context," but this is no easy issue either. For example, I believe a "reasonable person" would have no difficulty seeing that Chrissie Washington was harmed by losing flextime and that there was intent to discourage her legal claim. However, what about a situation (that was posed to me) where an employee claims illegal discrimination by a supervisor, a higher source orders a reassignment to protect both parties, there is no existing or intended harm or change in the terms and conditions of employment, but the employee experiences the "cold shoulder" treatment by her new fellow coworkers? Because Title VII is not a "civility statute," the claim should be



viewed as “trivial.” Will such a claim (a) survive summary judgment and/or (b) fall within the boundaries of triviality for a reasonable juror? You tell me.

Fourth, I’m concerned about the boundary line between “tangible employment actions” in sexual harassment claims and “adverse employment consequences” in retaliation claims. For example, in *Burlington v. Ellerth* (1998), examples of tangible employment actions included “hiring, firing, failing to promote, reassignment with *significantly* different responsibilities, or a decision causing a *significant* change in benefits.” Hiring, firing, and failure to promote are easily delineated. However, other two (reassignment & benefits) require “significant” changes. Does this imply that a 703(a) discrimination claim of sexual harassment based on reassignment or benefits has a different threshold than a 704(a) retaliation claim based on reassignment or benefits? You tell me.

Finally, I have a parallel concern for hostile environment harassment by coworkers. *Burlington v. Ellerth* instructs us that when the harassment is by coworkers, the plaintiff must prove the employer knew or should have known the harassment was occurring (i.e., reckless disregard; see also *Faragher v. Boca Raton*, 1998). That’s a fairly clear standard for coworker hostile harassment as a 703(a) discrimination claim. However, it’s not clear to me from Breyer’s ruling whether the same standard applies to coworker hostile harassment as a 704(a) retaliation claim. In other words, it is possible that a coworker harassment claim failing the *Ellerth–Faragher* standard in Section 703(a) could, nevertheless succeed as a Section 704(a) claim? Again, you tell me.

I’m sure there are other questions in addition to those I raised. My hope is that the SIOP members who communicated with me on these and related issues, and anyone else who would like to join the discussion, tackle these and related questions in future issues of *TIP*. So consider this an open invitation. The deadline for the January 2007 issue is November 1.

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In last issue's column, we discussed the SIOP symposium entitled "Unproctored Internet Testing: What Do the Data Say?" and one of the presentations we highlighted was the one by Lahti and Dekoikkoek on "ROI for Proctored Versus Unproctored Assessment Programs: Estimates From Multiple Utility Models and Identification of Moderators." We received a very kind e-mail from **Ken Lahti** thanking us for mentioning their work but emphasizing some of the findings that we did not. Specifically, Ken said:

You correctly noted our finding that, because most UIT programs omit cognitive ability tests and the omission of cognitive ability usually results in lower overall validity, the resulting decrement in program validity often results in lower program ROI/utility for UIT versus proctored testing (i.e., validity matters!). However, I thought the most interesting finding was actually the moderating effect of program size/scale: The efficiency ROI gains in high-volume UIT programs can actually overcome the ROI lost from assumed validity deficiencies. We found this for the high-volume selection program we modeled (5,000 hires/year) even when we assumed only \$15 per candidate savings for UIT versus onsite testing (likely a very conservative underestimate of actual savings). I think this finding is noteworthy because it shows real tradeoffs between science and practice issues very concretely (i.e., in \$) and could stimulate additional interesting dialogue about how to balance such issues for maximum organizational effectiveness.

We appreciated Ken's note and the additional emphasis on the important findings coming out of their work. Other authors whose work we mention, feel free to follow up as well!

We also received e-mail from **Neil Christiansen**, recommending that we focus on a recent field experiment conducted by Marianne Bertrand and Sendhil Mullainathan (2003), economists at the University of Chicago and MIT. They conducted a field experiment, entitled "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," in order to assess racial discrimination in the labor market. Following the lead of earlier research, they randomly assigned names that

seemed likely to belong to either African-American applicants or White applicants to fictitious résumés in response to job ads placed in two major metropolitan areas. Their study was much larger than prior work in this area (having sent out approximately 5,000 application letters in response to about 1,300 ads), and their design allowed them to assign all names to each of several different résumés (with different levels of skills, experience, education, etc.) multiple times, thus allowing better isolation of the effects of racial perceptions compared to other factors. The results were pretty stark: White-sounding names received a callback for (on average) 1 out of 10 letters submitted, but African-American-sounding names received a callback for (on average) 1 out of 15 letters submitted. In addition, employers who explicitly mention “equal opportunity employer” in their job ads showed no difference in the callback rates from those not listing EEO. In short, the authors summarize their findings by saying that “Based on our estimates, a White name yields as many more callbacks as an additional 8 years of experience.” Clearly, there are significant liability issues for organizations for whom it can be demonstrated that résumés of equivalent quality but different “sounding” names are treated differently. There are also significant issues in terms of lost access to quality human capital if some viable candidates are not considered due to perceptions of their race or ethnicity.

The recent article “Team Mental Models and Team Performance: A Field Study of the Effects of Team Mental Model Similarity and Accuracy” by **Beng-Chong Lim** and **Katherine Klein** (2006) is an excellent example of taking constructs originally examined in a laboratory setting and examining them in actual organizational settings. Lim and Klein focused on the question of whether shared team mental models had an impact on the performance of actual combat teams in the Singapore Armed Forces. The teams that were studied were existing combat teams, trained over a period of 2 years and functioning as a team for that time period, and assessed using standard Singapore Armed Forces assessment exercises (in this case, a 1-day combat circuit exercise, in a jungle environment). Lim and Klein’s analyses showed that when team members have similar mental models about the tasks to be performed, and about the nature of teamwork, the teams perform more effectively. Teams with accurate shared models about the tasks to be performed, and about the nature of teamwork, also performed more effectively. Potential implications of these findings are that investments of time and resources in ensuring that team members are “on the same page” about projects and about how to work as a team are likely to yield results. I (Marcus) remember very well the time we spent arguing with clients back in my consulting firm days over our recommendations for more time to be spent in planning a project, with clients pushing to reduce planning and coordination time and to “just do the work.” Lim and Klein provide data suggesting that preparation and coordination time—time spent developing shared mental models—is likely time well spent.

As a former co-PI on the GLOBE Project, I (Marcus) have heard many times the comment that GLOBE was a significant accomplishment but that it is hard to really know what a manager should do as a result of the data presented in the GLOBE book (House et al., 2004), or other publications relating to GLOBE. In the recently renamed *Academy of Management Perspectives*, Mansour Javidan, **Peter Dorfman**, Mary Sully de Luque, and Bob House begin to translate some of the GLOBE findings into action recommendations for American managers finding themselves in each of several different cultural settings. Their paper, "In the Eye of the Beholder: Cross Cultural Lessons in Leadership From Project GLOBE," begins with an overview of some of the well-known findings from the project, including GLOBE's conceptualization of dimensions of culture, the six second-order factors of leadership styles, and the 10 country clusters that were identified in the project. They then use the idea of a hypothetical American manager finding himself or herself in different countries from different culture clusters. Aspects of the culture relevant to the work environment are described, along with a section called "When in Brazil..." (or France, Egypt, or China), which include specific recommendations for managers on things to focus on in order to be effective in that setting. Of course, in an article-length manuscript, it isn't possible for the authors to go into great depth on any one culture, and they are only able to address a few cultures, but this is an excellent example of using the wealth of data available in GLOBE for addressing practical issues managers face.

Martínez-Tur, Peiró, and Ramos (2005) recently looked at factors influencing customer satisfaction in service sector organizations. They were specifically interested in the balance between social constraints to providing good customer service (e.g., poorly trained employees, conflict between employees), and technical constraints to providing good customer service (e.g., lack of financial resources, lack of space leading to overcrowding). They gathered constraint data from managers of health and fitness facilities in Spain, and general and facet satisfaction data from customers of those facilities. Overall, they found that the two types of constraints each accounted for significant and independent variance and that social constraints had a larger unique contribution than did technical constraints. In other words, throwing money at resolving technical issues won't resolve all of the customer service issues, and throwing training or selection systems at the people involved to resolve the social issues won't resolve all of the customer service issues, either. Of course, it is possible that technical constraints like overcrowding of health center facilities, or social constraints like poorly trained staff, play an even larger role than shown in this study because those most dissatisfied with those issues may have moved their memberships to other facilities and thus were unavailable for inclusion in the study's sample. Nonetheless, it is important to highlight the unique ways in which both social and technical constraints can diminish customer satisfaction.

Finally, Roth, Bobko, and Switzer recently published an article in *Journal of Applied Psychology* that illustrates how practices can sometimes drive research instead of the other way around. The authors model the behavior of the “4/5ths Rule” for determining the presence of adverse impact in a selection system, but they do so using a variety of computer simulations in both hypothetical and realistic situations. For those of you in need of a primer, the 4/5ths rule, whose origin it turns out is more indeterminable than you might guess, is a relatively simple rule of thumb that says that a selection system creates adverse impact if a protected class’s selection ratio is less than 80% (i.e., four fifths) of the selection ratio for the most often selected class. This procedure is unfettered by complex statistical significance tests and thus preferred by courts and government agencies who don’t want to require such specialized knowledge of key decision makers when it comes to evaluating adverse impact claims.

But driven by a need to provide a better (i.e., more scientific) answer to underlying questions of whether or not systematic discrimination exists, Roth, Bobko, and Switzer contrived data sets where real group differences in test scores did and did not exist. They then examined the performance of the 4/5ths rule in terms of signaling the presence of adverse impact and looked at what happened when you added more rigorous statistical tests of group differences. The results showed that the 4/5ths rule resulted in many false positive results (i.e., signaling adverse impact where none really existed), particularly with small sample sizes. Including statistical tests eliminated most of these mistakes.

Many have argued that this issue is an important one because the 4/5ths rule is lacking when compared to more rigorous tests that better accommodate the statistical properties of the data and are more appropriate for the constructs being considered. In other words, the 4/5ths test is not the best test to answer the research question of whether or not adverse impact exists. Some others may argue that this is a moot point because validity is an acceptable defense against adverse impact, and we should only use tests that are valid in the first place. The authors correctly point out, however, that the simple presence of adverse impact, even if it’s the result of a false positive, can trigger a variety of expensive and distracting problems—lawsuits, audits, grievances, and decisions to look for alternative tests with less (possibly perceived) adverse impact. So the performance of the 4/5ths rule is not a trivial issue, either to academics or practitioners.

As always, we hope to hear from you with recommendations for articles that advance theory and science, and which have direct implications for practice as well. We can be reached at [marcus.dickson@wayne.edu](mailto:marcus.dickson@wayne.edu) or at [HMadigan@ameren.com](mailto:HMadigan@ameren.com).

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## *Education & Training in I-O Psychology*

**David Costanza**  
**The George Washington University**

**Jennifer Kissamore**  
**University of Oklahoma-Tulsa**



In this **Education and Training** column, we continue our exploration of emerging trends in I-O education. Recent columns have considered current trends regarding master's degree programs, Web-based education, and nontraditional programs in I-O. The current column takes this discussion a step further, not only examining trends or suggesting alternative designs of I-O education, but also challenging us as I-O psychologists to consider how we want to handle the responsibility of training future generations of I-O psychologists. The way in which education of our future colleagues is handled will ultimately affect the field at a deep level. David raises some important questions on the expanding multidisciplinary direction that I-O research and practice is taking as well as considering where future I-O and related programs may be housed. This piece will undoubtedly stimulate debate regarding the future direction of I-O.

David and I continue to solicit your feedback about the **E&T** column and look forward to more discussion of the future of education and training in I-O. Please send any questions, suggestions, or manuscripts to be considered for future issues to either David Costanza ([dcostanz@gwu.edu](mailto:dcostanz@gwu.edu)) or me ([jkissamore@ou.edu](mailto:jkissamore@ou.edu)). If you have any questions concerning this article specifically, please contact David Costanza directly.

### **Whither I-O: Get Thee From Psychology?**

**David P. Costanza**  
**The George Washington University**

There has been a great deal of discussion recently within SIOP about the future of I-O psychology. These conversations have ranged from our name to licensing issues to the entry of clinicians into the practice of I-O to the future of I-O within psychology departments. Concurrent to these events, a number of things happened professionally that raised my interest in the future of I-O. First, the I-O psychology program here at George Washington went through a lot of change, including some pretty clear signals from the Psychology Department and the College of Arts and Sciences that, although valued, I-O might not have a prosperous future in the Psychology Department. Second, I was elected chair of a new interdisciplinary department that I had helped create. I-O considered joining this new interdisciplinary department and my

interest, both as a faculty member and a chair, was piqued. Finally, I was asked to co-edit the *TIP Education and Training* column. Reading the submissions, talking with my co-editor, meeting with the editorial board, and working on various E&T Committee projects, including the entrance of clinicians into I-O, raised interesting questions as well.

In addition to the issues addressed formally by SIOP and these career developments, there has been a great deal of informal discussion and conversation among SIOP members about the future of the field. Personally, a series of conversations I have been having with friends and colleagues at the past few SIOP conferences and here locally in Washington confirmed that I-O psychology is in the midst of a complex and difficult time in its history as a discipline. How these issues of identity, discipline, and professional domain are resolved will impact the future of the field.

### **Where Is I-O Psychology Now?**

Recently, I was asked to speak at the IOOB conference held at George Mason University. The topic of that talk was the future of I-O psychology. Because the room was going to be full of future I-O psychologists, I figured I would take the opportunity of preparing for the talk to collect a little data on the state of I-O psychology. Some of the results of that effort follow.

Overall, I-O psychology seems to be doing very well. On the input side, undergraduate students are expressing an increasing interest in I-O. At many schools, there are an increasing stream of students for undergraduate I-O concentrations, interest in obtaining research experience, and requests for letters of recommendation. At the graduate level, many programs have substantially more applicants than they can handle. A nonscientific sample of programs taken from the SIOP Web site suggested 10 well-known I-O PhD programs received on average about 100 applications (of course there is overlap among the programs with multiple students applying to the same set of programs), accepted about nine students, and enrolled four of them. The typical combined GRE Verbal and Quantitative score of enrolled students was about 1300 and the typical undergraduate GPA was about 3.7—these numbers are pretty impressive.

Because of the limited number of available slots at top- and mid-level I-O programs and the intense competition for admission, programs in related fields (e.g., organizational behavior, organizational development, human resources management) have been promoted and some new ones (e.g., organizational sciences) created to serve these students. Master's and doctoral programs are growing and responding to the demand for graduate study in I-O psychology and related fields. Almost all of these other programs, however, have an intellectual connection to I-O psychology and are advertised as such. Although the labels vary, the core content of the programs is similar.

Moving on the output side, I-O master's and doctoral students have many job offers, often before they graduate (much to the consternation of their advisors). Further, graduates at both the master's and doctoral level do well in a variety of different job markets including academia, internal and external consulting, and research.

On the input side, there is more demand for programs than there are slots, especially for top programs and among the top students. On the output side, I-O graduates' skills are in great demand and get good paying jobs. In both cases, demand exceeds supply as the economists would say. Hence, it is not surprising that there is a proliferation of new programs as well as new entrants (e.g., clinicians) into I-O.

Turning to the number and nature of all the programs in more detail, Table 1 (information drawn from the SIOP Web site) shows the number and variety of programs in I-O, OB, and related fields. These numbers were created by reviewing every program description on the Web site. Taking this program-reported data, programs were categorized by home department, degree level, and degree type.<sup>1</sup> A few interesting trends emerge. Overall, traditional MA and PhD/PsyD programs that are in I-O and in psychology departments make up only 46% (92/200) of all the programs reporting. Only a few traditional I-O programs (5/200) are housed in departments other than psychology. That means that the majority of the programs (103/200) are neither traditionally I-O nor in psychology departments, but rather related, multidisciplinary, or interdisciplinary programs.

Table 1  
*Graduate Programs in I-O Psychology and Related Fields*

Degree	Department			Total
	Psychology	Business/Mgt	Interdisciplinary	
MA/MS in I-O	36	2	0	38
MA/MS in all other areas (OB, HR, OM)	28	12	13	53
PhD in I-O	55	2	1	58
PhD in all other areas (OB, HR, OM)	11	29	7	47
PsyD in I-O	1	0	0	1
PsyD in all other areas	2	1	0	3
Total	133	46	21	200

Source: Data compiled based on published information on SIOP.org.

<sup>1</sup> Thanks to **Jess Deares** for her assistance on this.

## Where Is I-O Psychology Headed?

Two questions raised by these findings are why there are so many I-O and related programs being offered in departments other than psychology, and why that number is increasing? Of course, one could argue that many (but not most) I-O programs are still in psychology departments. Further, one might argue that this trend is simply a function of the demand component, that is, there are more interested students than there are I-O programs.

Rather, what I believe this trend suggests is that, in addition to the demand issue, the growing number of related, multidisciplinary, and interdisciplinary programs reflects the direction our field is headed. That is, there is an ever increasing focus on an interdisciplinary approach to studying organizations. This trend is reflected in the wide variety of programs in which I-O psychologists teach and research, such as the increasing number of I-O psychologists teaching in (and being chairs in and deans of) business schools, interdisciplinary programs and departments, and nonpsychology social science departments. Further, even for those in psychology departments, more and more I-O psychologists are bridging academic disciplines, departments, and colleges, looking outside their own psychology department for colleagues with whom they can and want to work.

I see several reasons for this growing interdisciplinary "look" to I-O. First, I-O, from its roots, has been a relatively interdisciplinary field. From Wundt's early studies of human behavior in a laboratory setting to Scott's contention that psychology be applied to the workplace to Taylor's human engineering studies to Münsterberg's interest in applying traditional psychological methods to work, early work in the precursors of I-O psychology came from a variety of backgrounds within and outside of psychology. Later, work by military psychologists (e.g., Yerkes), social psychologists (e.g., Katz & Kahn), and sociologists (e.g., Aldrich) among many others, contributed their discipline's ideas and approaches to the field we now know as I-O psychology. We truly have a multidisciplinary history.

Second, I-O psychology is a maturing (but not mature) field. We have tested a lot of hypotheses, and the more we learn about people and their organizations, the less we know (at least we know that we don't know). I-O psychologists have started to look to other disciplines for models, ideas, and approaches to increase our understanding. Sociologists can help us understand organizations, anthropologists can help us understand culture, management strategists can help us understand high-level leadership, and economists can help us understand decision-making behaviors.

Third, the changing nature of work and the work force has increased need for new perspectives. As has been variously and frequently noted, the work-force is increasingly more diverse, work is more service and information oriented (at least in the U.S. and Europe where most I-O psychologists work), and organizations are less traditionally structured. What were once some of

the great industrial organizations no longer make many products (e.g., IBM), no longer employ many people who make things (e.g., AT&T), or make money doing something other than making things (e.g., GM). New types of organizations (e.g., Google,) have emerged along with organizations with entirely new structures and characteristics (e.g., E.L.F) that defy traditional I-O psychology models and theories about organizations. Globalization, complexity, and technological advances are all raising new questions that may not be answerable just by psychological models.

As a result of these changes, I-O psychologists are seeking out and finding new methods (qualitative research), new models (strategic management literature and leadership), and new interdisciplinary and multidisciplinary research teams. For example, one project on which I worked combined psychological, sociological, and economic approaches to study work–family issues, satisfaction, and leadership. The result was a richer, more comprehensive, and more complete study of work–family. Conversations with colleagues suggest that many academics are similarly already working with faculty in other departments and disciplines—researching, teaching, and sharing resources. As one colleague quipped: “Is everyone working with someone in the b-school?” Overall, the products of these interdisciplinary and multidisciplinary efforts have the potential to provide richer models, deeper understandings, and more complete explanations of “psychological phenomena” because the traditional I-O approach has been augmented by and benefited from a diversity of perspectives.

### **Other Challenges Facing I-O Psychology**

In addition to the growing need for inter- and multidisciplinary, there are several other trends and challenges facing I-O psychology. The first is a weakening of support for I-O psychology within some psychology departments and universities. Two recent examples demonstrate this trend:

University “A”—The Psychology Department made a strategic decision to focus on clinical and cognitive/neuropsychology with a specific emphasis on health and prevention. Unless I-O psychology focused on occupational health psychology, or a related field, support for graduate students and new faculty hires by the department was going to end. The program decided to leave the department and join a new, interdisciplinary department focusing on organizations.

University “B”—As a result of financial and other difficulties, a university decided to cut a number of doctoral programs. I-O program faculty reported that the Psychology Department did not fight for the preservation of I-O. The I-O program was terminated and the faculty dispersed.

There are other cases of I-O programs facing cuts in resources, decreasing support within psychology departments, and increasing signs of the distancing of I-O.

Why might support for I-O be weakening? First, as I-O develops its own theories and focuses those theories on organizations and application, the field has less in common with other areas in psychology. This intellectual distancing from psychology programs, such as clinical, educational, and developmental, breaks connections with other psychologists and hence weakens support for I-O. This distancing is not inexplicable. The work of someone studying the impact of leadership on team processes and performance both appears to and actually does have a lot more in common with theories of strategic management than with theories of child development.

Second, the changing nature of higher education is causing universities to focus on “strategic excellence.” All universities cannot be everything to everyone—they need to focus resources and efforts on specific areas. Although this trend raises bigger questions about undergraduate liberal arts education (and is worthy of a book unto itself), I-O may be left on the outside if the university and or department makes a strategic decision not to invest in a program.

Third, psychology departments are facing need for increased extramural funding. Such funding leads to additional resources for the department through buy-downs, research returns, graduate funding, and overhead. Unfortunately, in general, I-O has had a harder time pursuing and attaining funding from the sources that traditionally support psychologists (NIH, NIMH, NSF, etc.). I-O psychologists are more likely to get contracts and consulting projects. If those efforts are not run through the university such that the school and department get their share of the overhead, however, the financial benefits of such projects do not accrue, and I-O suffers as a result.

The second big challenge is that as more and more I-O psychologists teach and work in departments other than psychology, there may be fewer faculty to train the next generation. This movement to other departments, programs, and schools depletes psychology departments; makes it harder for students to find advisors, research mentors, and dissertation directors; and raises questions about the future of I-O education.

The reasons for the movement away from I-O psychologists working in psychology departments are not a mystery. As already discussed, there is a disconnect between I-O and other areas, and this may drive I-O psychologists away from jobs in psychology departments and to programs and departments where they feel a greater intellectual connection. Of course, with more and more I-O psychologists working elsewhere, it gets easier and easier for new PhDs to take jobs elsewhere too. Related to this, I-O psychologists may find they have more in common with other faculty, sharing a target of their investigations (people in organizations) rather than a discipline (psychology) for studying widely varying phenomena.

Another reason is exemplified by the response of the students at the IOOB conference. Before starting my talk, I asked the attendees a few questions. When asked “How many of you are interested in academia?” about half raised their

hands. Next, I asked “of those interested in academia, how many would consider going into psychology departments to teach?” Almost all of those interested in academia raised their hands. Finally, I asked “How many of you would be lured by better salaries elsewhere?” Again, all the hands were raised. This points to another reason for the movement away from psychology departments—money.

A recent study Oklahoma State University compared the starting salaries of faculty in a variety of disciplines. Using a salary index where new assistant professors in English departments = 100, Table 2 shows the indexed salaries. With starting salaries in business and management schools nearly double those in psychology departments (even recognizing that there is variability based on discipline; i.e., finance makes more than HR), it is no surprise that new PhDs seriously consider not working in psychology departments. Although the problem of why business school salaries are so much higher than others is another discussion in and of itself, this salary trend also raises the question about who will be left in psychology departments to train future I-O psychologists.

Table 2  
*Starting Salaries for New Assistant Professors (English = 100)*

English	100
Music	96
Social Sciences	106
Psychology	109
Business Management	214

Source: Office of Institutional Research and Information Management, Oklahoma State University—Universities include mostly public, land-grant institutions.

### The Future of I-O Psychology

Given the trends toward interdisciplinarity and multidisciplinary, the weakening of support for I-O, and the reduction in the number of I-O psychologists teaching in psychology departments (due to lack of support and salary trends), the question is, should I-O even try to stay in psychology? Well, as with many of our models, it depends. There are several possibilities:

Should I-O stay in psychology? On the one hand, if the focus of program matches up with others in psychology department, the answer is likely yes. Cases like this might include programs with a more “I” bent where I-O might find a natural connection with cognitive or clinical psychologists or where “O” programs have connections with the social or counseling psychologists in the department. Of course, if the department or university makes a conscientious decision to support I-O or if there are no viable alternatives, I-O should stay as well. On the other hand, if the focus of program diverges from the rest of the department (e.g., an “O” program in a clinical/cognitive-neuroscience department) or if the department or university makes conscientious decision not to support I-O, there may be no option but to leave.



If the decision is to look for a home outside of a psychology department, what are the options? Business schools, stand alone departments, and interdisciplinary or multidisciplinary departments are all options. Each of these has its strengths and weaknesses, and I-O psychologists should carefully evaluate factors such as the climate supporting research, financial support for graduate students, and productivity criteria, as well as weigh factors such as increased salaries and the presence of new ideas and perspectives for thinking about research problems before deciding whether to leave.

I-O psychology is at a crossroads and is facing a number of challenging and difficult questions. Should I-O programs stay in psychology departments? The answer is maybe, but in many cases, the faculty, students, and the field might be better served by exploring other options. Who will train the next generation of I-O psychologists? That one is easy, I-O psychologists—they just may not be working in psychology departments. The point here is that we can research and teach I-O psychology in a variety of departments. How I-O psychology will continue to thrive while maintaining its identity is by staying connected to our psychological roots (including having students continue to take core psychology courses), no matter the offering department or school. But at the same time, we must recognize that the nature of work, workers, our field, and education in general is changing and that I-O psychology must recognize and respond to these changes. We must practice what we preach, study ourselves as individuals in multiple organizations, and respond to the changing educational environment for I-O psychology.

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## *What I Learned Along the Way*

**Frank Landy**  
**Landy Litigation Support Group**

For this issue's column, you have the pleasure of the ruminations of two very heavy hitters—**Bob Guion** and **Paul Sackett**. Bob has been telling everyone for the past 10 years or so that he just doesn't "do this stuff" anymore. And then he writes a book, a paper, or scolds us at a convention. So I guess I just don't know what "this stuff" is. He keeps doing the stuff I like, and as he will tell you, it is always about me. Paul is a bit different. He wishes there were 27 hours in the day but only if the day is between Monday and Friday (or so he would have us believe). Bob is telling you to take the business of applied psychology very seriously and Paul is telling you to take it less seriously. But Bob chooses not to mention that at various times, he has frittered away his time making candy, blowing glass, playing the oboe, and curling (not up in a ball, on the ice like the Canadians do!). So at the end of the day (particularly if it is a Saturday or Sunday), Bob and Paul may be more alike than different. I know I like them both a lot.

### **Still Learning**

**Robert M. Guion**  
**Bowling Green State University**

I've never learned to say no to Frank Landy, no matter what he asks. It's an old habit. When he was still a graduate student and I was department chair, he would meet me at the parking lot as I came to work in the mornings and tell me what I had to do that day. And, meekly, I did it. I still do, even when he's asking me to share opinions under the guise of acquired knowledge. But I have learned a few things, so here's a baker's half-dozen of things I've learned (or am trying to learn):

**1. Psychologists are not all enthusiastic about the same things, and that can be a good thing.** It's obvious but true: We have different special interests, and sometimes we don't even talk to those whose interests are different. During WWII, the Army in its omniscient wisdom sent me to school. One of the courses supposed to teach me something was an introduction to psychology. It met first thing in the morning. I thought the stuff about synapses and reflexes and defense mechanisms was incredibly boring. Army discipline in that setting was sorely lacking, so I rarely went to class—a fact reflected in my test scores. Later, during a dull period in Italy, I thought an Armed Forces Institute correspondence course would be a pleasant way to spend some time, but the only one I could get a book for was general psychology. It was duller than the camp-life episode, which ended before the course did. A

longer dull period came between the end of the war in Europe and the end in Japan, and I tried again. Again, the only course for which books were available was general psychology. I tried to get interested—I really did—but I soon quit the pretense and took up piano lessons at the local Red Cross instead.

After my discharge, I found an interesting job chasing down parts in an electronics plant and wondered whether I was rehabilitated enough for college. What better way to find out, I thought, than to try another psychology class. I signed up for the available psychology class at the local extension center—a course called applied psychology. It seemed to have answers to the things that were plaguing me at work. I got quite enthusiastic about applied psychology, maybe as enthusiastic as the text book writers and course instructors in general psychology had been about synapses and conditioned reflexes. To each his own.

I learned that topics I had thought were dull were in fact relevant to my real-world job, topics like attention, perception, learning, and even defense mechanisms and conditioning! As I went on to major in psychology, I discovered that topics I wasn't enthusiastic enough about to make a career of them were nevertheless interesting and useful enough to learn about. Years later, as a department chair, I used Likert's idea of the link pin between organizational entities and found or hired people who could link (or bridge) various subdisciplines within the department. It worked well, and the effect was more collegiality within the department, despite diverse individual enthusiasms, yielding a far less parochial and far more collaborative research agenda in the department.

**2. It is not always necessary to share my opinions with others.** To be sure, that is much of what one does as one who professes. But I eventually learned that gratuitous sharing is not always necessary or helpful—especially when one is out of sorts in general. For the first half-dozen years or so of my tenure at Bowling Green, I alternated between being too mad to stay and too mad to leave. Many of the things that made me mad are things I've long since forgotten, but I do know I acquired a reputation for firing off explosive letters to the deans, the effect of them now reminding me of Garner's famous (and only partially and usually euphemistically misquoted) comment on the impact of the vice presidency in FDR's time.

Some of it, however, was effective. What was then called griping (now called assertiveness) resulted in the first full-scale curriculum revision in our department, a revision that created the program in industrial psychology. It has prospered. If I had been less assertive, or if I had actually left, the program we now have may never have been started. Nevertheless, my assertions have been wrong or carelessly stated often enough that honesty and rare humility require me to admit that hindsight, if nothing else, shows that sharing opinions is not always a good thing. I'm thinking of assertive opinions on such topics as synthetic validity (which seems unwilling to die despite the

lack of much evidence to support it after more than 40 years) or my early attempt to define “unfairness” in employment practices. A better practice seems to me to be waiting for second thought and, more than that, for data before sharing opinions—even though that’s what I’m doing now.

**3. Tacit knowledge—knowledge acquired through experience rather than intentional learning or training—may be false.** (Like *Sportin’ Life’s Bible*, “it ain’t necessarily so.”) I learned that long before I ever heard of tacit knowledge, or of Sternberg, either. When I was a counselor for the Schools and Departments of Engineering at Purdue, I acquired the tacit knowledge that good bets for engineering success were those with high Q-to-L score ratios on the ACE test. When a research project came along, I had the opportunity to correlate that ratio to actual grades. It was a strong negative correlation.

**4. Writing is a good way to clear one’s thinking, but it does little good unless it also clears one’s prose.** What one writes is not necessarily what someone else reads. I have a personal but classic example of unclear writing that has haunted me unnecessarily for many years. It is the often-cited and usually misinterpreted article by Guion and Gottier (1965). After a review of the literature (nonquantitative, of course, because Schmidt and Hunter had not yet been invented), we concluded that there was no good evidence that personality measures (except ad hoc ones developed for specific situations) had yet shown any usefulness for employment purposes—and that there would be no such evidence until more targeted and competent research had been done; ours was call for more and better research on personality tests and their validities. But hardly anyone heard that call. What most people read (and what many still do) was that we said personality tests have no validity. To decry the lack of validity evidence is not the same thing as concluding a lack of validity, but the article obviously did not clearly make that distinction.

I have recently begun reading the journals again, after a few years of total retirement. I am appalled by the formula-like, copycat writing style and even more by the number of ambiguities in many scientific articles in major journals. Some ambiguities occur because of poor word choices, some because of inappropriate punctuation (editors should require authors to read a book called *Eats, Shoots and Leaves* by Lynne Truss). Most of it, I suspect (sharing my opinions again), is due to unclear thinking about the data and what they mean, and that may be due to a desperate effort to make interpretations fit the “theory” some journals mandate for the early pages of manuscripts.

**5. Career choices are often more the result of circumstances than of careful planning.** I chose industrial psychology over my prewar major in chemistry because I walked into the postwar chemistry lecture room and saw what had happened to the periodic chart during my absence; if I was going to have to start a major from scratch, it seemed a good idea to start something new, with no unlearning to do. I chose my first job (at Bowling Green) because there were only two jobs available when I got my degree, and I did-

n't want the other one. I spent most of my career on selection and measurement (instead of my earlier interest in work motivation) because (a) I wrote stuff that later became a book for my class on personnel testing, (b) I was appointed to the APA Committee on Testing and subsequently to a *Standards* revision committee, and (c) I got deeply involved, largely at the request of a former colleague, in EEO matters. For those who believe as strongly in planning as I used to when I taught courses in career development, I emphasize my total lack of regret for any of these career turns.

**6. There are more ways, Horatio, to solve organizational problems than are dreamt of in your philosophies and theories.** I-O psychologists are often guilty of a self-serving, arrogant belief that we, like Father, know best. We establish theories (with or without prior data), develop studies, and peddle them. Because of one of those circumstantial events, I found myself one summer working for the state personnel services in a lovely vacation area. Their state legislative auditor had severely criticized their civil service testing program. As a result, a high official in the personnel department was sent to a series of workshops, one of which I led. He invited me to spend the summer finding out whether the criticisms were justified (they were) and to tell them what to do to return to the auditor's good graces. I ultimately offered the director a choice among three research programs of varying comprehensiveness. He looked them over, rather carefully and thoughtfully, and finally said, "I think I'll play a game of golf with the auditor." He did, the auditor won, and in the ensuing conversation, an organizational problem was solved. The solution was not, and still is not, one I approve, but it solved the organizational problem at hand.

**7. Good organizational research is not finished when the report is turned in.** Life would be so pleasant if every research project had a clear beginning, pathway, and ending. I've been in many projects that did, usually because of the time limits on a grant or in a contract with an organization. These often include requirements for a final "deliverable" that defines the end of the project. What I've learned is that such a clear endpoint is great for getting a publication, but it is not so great for the organization that paid for the work. If our project is going to do an organization any good, we had better plan for long-term follow-up to make sure that organizational changes, personnel changes, loss of interest, the pressures of newer concerns, or just temporal decay have not left our deliverables gathering dust on a storeroom shelf with none of the organizational benefit our results had promised. I wish I had learned this lesson much, much earlier. This is one reason I have always believed that major organizations should have in-house, research-oriented psychologists who can keep an eye on the progress of implementing research findings, maintain the necessary follow-up schedule, maintain ties with the researcher, and recognize the signs of faltering implementation before they become fatal.

# What the Hell, It's Only a Hobby!

Paul Sackett  
University of Minnesota

Looking back at earlier columns, I see that contributors often take a biographical perspective. But as I was cajoled into writing an autobiography for the SIOP past president Web page (<http://www.siop.org/Presidents/Sackett.htm>), I won't repeat that. I found myself thinking about advice I received in graduate school. Much of it went in one ear and out the other. But there are some insights that have stayed with me. Here are a few of them:

**Buy low, sell high.** The question of the choice of a research topic (e.g., for a dissertation, for a program of research) is one that causes agony for many. The safe option is a "next step" study in a well-defined area. Although more straightforward to accomplish, this is also less likely to be of high impact than a study in a new or emerging domain. Bob Sternberg expressed this idea nicely with the admonition that heads this paragraph: One is most likely to have impact by investing in a novel topic that then comes to be recognized as important. The trick, of course, is that such a strategy requires two things: identifying a novel topic and accurately gauging that the topic will indeed be recognized as important. I just spent a sobering hour looking up the citation rates to articles I've published over the years. On a number of occasions I've initiated research on relatively novel topics; some have proven influential and some not. I wrote about integrity testing when the topic was novel, and that work is widely cited. Twenty-four years ago George Dreher and I questioned the construct validity of assessment centers, starting a line of research that continues to this day. On the other hand, **Ann Marie Ryan** and I observed that individual psychological assessment was underresearched, given its prominent role in psychological practice. We carried out a series of studies that we hoped would help establish this as a thriving research topic; to our disappointment, few followed our lead. But all in all, although work on a new or understudied topic is no guarantee of high impact, I do find that my highest impact articles tend to be in this category.

**What the hell, it's only a hobby.** In my first term in graduate school, Bob Billings related to us the story, possibly apocryphal, of a symposium in which a young researcher presented strong empirical data that were devastating for a key proposition of a leading scholar's theory. The leading scholar was to serve in a discussant role and sat on stage impassively as his ideas were sliced and diced. Finally, it was his turn. The audience leaned forward eagerly, hoping for bloodshed. Said the great man: "What the hell, it's only a hobby."

I've repeated that mantra to myself many times over the years. I give it several layers of meaning. First, it's a great feat to be able to smile in the face of criticism of your own work. It's something I aspire to and admittedly sometimes fail at. Second, it's critical to avoid the trap of becoming ideo-

logically committed to a particular position, such that you are not open to new evidence, or that you take disagreements personally. I've published articles that are critical of my own earlier work: If new theory, methods, and/or data shed new light, reassess your view of the world and move on.

**Psychometrics and statistics are your friends.** Sitting on the bottom shelf of an office bookcase near my desk are 24 spiral bound notebooks, one from each course I took in graduate school. I'm sorry to say that most haven't been touched since then. The exceptions are the notebooks from core courses in measurement and in correlation and regression; they have been pulled out at least once a month for the last 30 years.

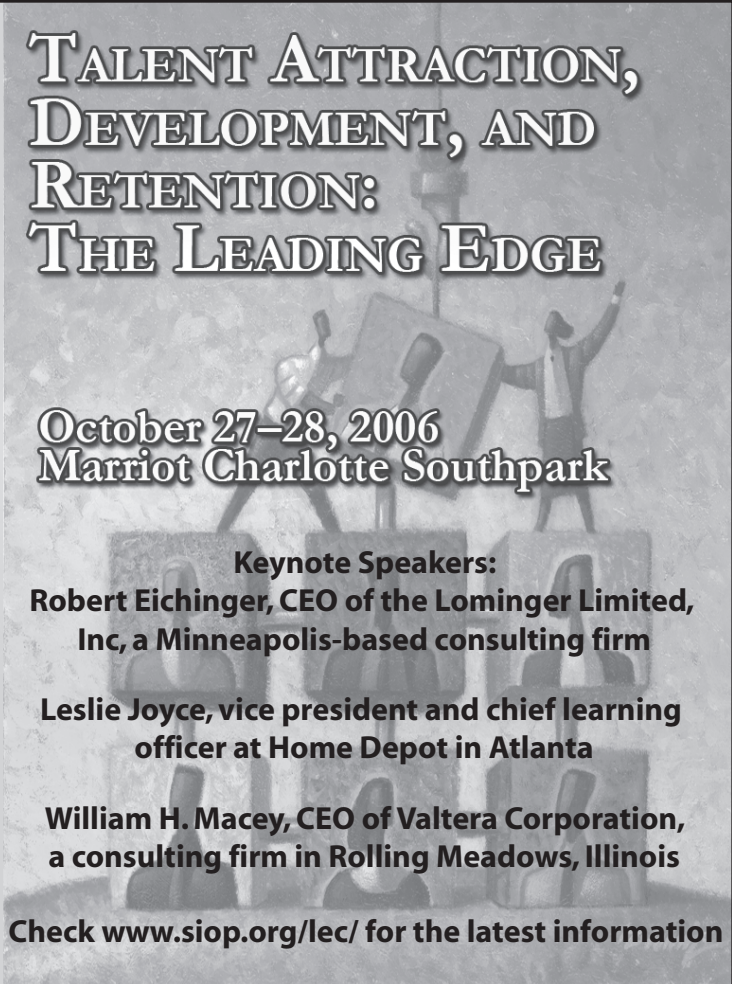
I'm not sure I believed it when I was told that these would be the most important courses I would ever take. But I do now. I try to convince our incoming students that their methodological toolkit, and most specifically their knowledge of measurement and statistics, would see them through just about anything.

But here's the critical thing: Although I pull those notebooks off the shelf regularly to obtain or verify a computational formula, most of the time when I draw on my psychometric knowledge I do so without access to text or notes. The true value of this body of knowledge is not the ability to compute various indices when called upon to do so, but as an internalized way of making sense of data. A table of means, standard deviations, correlations, and reliabilities is just an imposing array of numbers to the newcomer; it reveals a very rich story once one has an integrated perspective on how all these indices interrelate. Robert Abelson's wonderful book *Statistics as Principled Argument* has a chapter with the great title "On Suspecting Fishiness." I'd guess that I find an impossible or implausible result in roughly one out of every five manuscripts I review, which often turn out to be transcription errors in preparing a table or computational errors in carrying out analyses. But one needs to have internalized central principles of measurement and statistics in order to have a sense that something is fishy when reading research results.

**Save some fun for tomorrow.** This is a line that my wife, Pat, likes to use when suggesting that there's more to life than work. Early on I struggled with questions about work-life balance. I wanted to be a good psychologist and a productive researcher. Surely 10 more hours of work per week would help. And then why not 10 more? Things got out of control when I tried adding a 20-hour per week journal-editing job without subtracting anything. It took me a while to realize that a career is a marathon, not a sprint, and that pacing is important. I concluded that I'd be more productive in the long run with a more balanced life, and I believe that has proven to be true. I'm convinced that a reason I'm still passionate about psychology 30 years into a career is that it's only one of my passions. Others include getting through a Beethoven sonata with relatively few mistakes, meeting the qualifying standard for entry into the Boston Marathon (19 consecutive years!), traveling the world with family and friends, and organizing a 24-hour running event to raise scholarship funds for



inner-city kids. And tomorrow I get to be a psychologist again: There's an early morning meeting with students, a midday talk to give at a local university, and an afternoon flight to meet with colleagues about a research project. As Pat also likes to say, it's all part of life's rich pageant.



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Sixty Years of Science Guiding Success



**Adam C. Bandelli, Gabriel E. Lopez Rivas,  
& Raymond Charles Ottinot**  
**University of South Florida**



**Left to Right: Raymond C. Ottinot, Adam Bandelli, & Gabriel E. Lopez Rivas**

Ah fall, the leaves are on the ground, the holidays are just around the corner, and everyone north of Florida is wishing for more global warming; fortunately, you have another issue of **TIP-TOPics** as an excuse to stay inside. Speaking of things you do inside, have you ever been watching television and found yourself daydreaming about what it would be like to be famous? Maybe you've imagined yourself as a rock star traipsing about a stage or envisioned yourself as the president resolving the world's problems. Well let's be honest, the odds are not in your favor for either of these possibilities, but luckily for you, we are here to offer you an alternative for achieving notoriety: Become a **Tip-TOPics for Students** column editor!

That's right! Soon we will be riding off into the sunset and we need a few creative individuals to take up the torch; all we need from you is a vision of what you would like do with the column. This vision should ideally come in the form of an example article. This article should be written as if it were the first article of your 2-year tenure and should sketch what you want to do with the column. All we ask is that you keep it to 3,000 words (the actual word limit for **TIP-Topic** articles), format it according to APA guidelines (i.e., 12-point font and one inch margins), and that your cover page include the title **TIP-TOPics for Students**, author name(s) and affiliation(s) underneath the title, and contact information (e.g., e-mail addresses, phone number, fax number, and physical address).

Submissions may be from a single individual or a group, and groups may be made up of people from the same school or different schools. Remember that the content, style, and structure of the column are totally up to you, so be creative. **Please send all submissions electronically (i.e., Word document or text file) to [tipsontopics@yahoo.com](mailto:tipsontopics@yahoo.com) with the subject line: TIP-TOPics Contest.** Submissions are due by **5:00 p.m. on January 15, 2007**, but early submissions are encouraged. A blind review process will be used to select the next editor(s), so please affix a five-digit number in the top right corner on all pages of your submission (including the cover page), but do not include identifying information anywhere except the cover page.

Everyone whose name appears on the entry must have their faculty advisor send an electronic letter of recommendation (e-mail or Word document) directly to current *TIP* Editor **Laura Koppes** ([LKoppes@siop.org](mailto:LKoppes@siop.org)) and must be current Student Affiliates of SIOP in good standing when the recommen-

dation letters are submitted, so make sure to pay your SIOP dues. We will review the submissions then forward them to *TIP* Editor, Laura Koppes, who, along with incoming *TIP* Editor **Wendy Becker**, will make the final selection. The new columnist(s) will have a 2-year tenure beginning with the July 2007 issue and ending with the April 2009 issue. You must be a graduate student throughout your tenure, thus all submitters should be at least 2 years from graduation. If you have any questions, feel free to contact us.

Now back to our regularly scheduled column. For this issue, we will be discussing teams. Love teams or hate them they are here to stay, so we will give you the lowdown on research in this area, chat with **Eduardo Salas**, and present your responses to our open-ended exploration of team experiences in graduate school.

### I-O 101

*What issues (e.g., methodology) make the study of teams challenging and rewarding for researchers?*

All of our experts agreed that the greatest challenge facing team researchers is the acquisition of an adequate sample size to do team-level analyses. As **John Hollenbeck** stated, it is a lot more difficult to find 80–90 teams relative to 80–90 individuals. In addition, **Michael Brannick** mentioned that the dependency of observations (nesting) is also an issue, although it may be handled by techniques such as hierarchical linear modeling. Lastly, the severity of these issues can be compounded by field/laboratory logistics, compensation of participants, and informed consent.

However, Michael Beyerlein made an excellent point that just because research in the area of teams is difficult doesn't mean that it should be avoided. He stated that some psychologists have done a fine job with lab studies, others have had captive organizations like ships in the Navy, and some have generated research out of consulting. Although there are some challenges to the study of teams, our experts stressed that the area of teams is growing rapidly and is a "hot" topic in the I-O field.

*What should students look for in an internship when pursuing an applied position with an emphasis in the area of teams?*

According to John Hollenbeck some organizations might be giving lip service to the idea of teams. He stated that one should attempt to identify how much within-team variation the organization displays with respect to appraisal and pay of the team. Specifically, if everyone's pay is based on their individual performance, then its lip service. Additionally, **Susan Mohammed** stated that because so much of team functioning is driven by task characteristics, gaining experience with a wide variety of team types (e.g., top management, task forces, production teams, and decision-making groups) is beneficial.

Lastly, our experts recommended that other ways of identifying applied positions with a focus on teams is to look for articles in journals by I-O psy-

chologists from industry that publish on team-related issues, consider internships from the military, or other contractors to the military.

*Where do you see the area of team research going?*

**Richard Hackman** stated that scholars and practitioners are increasingly realizing that a good team cannot be made solely by focusing on the individual members, the team itself, or the organizational context within which the team operates. Thus, he stressed the need to account for factors at all three levels of analysis (i.e., individual, team, and context) in order to understand what makes a good team and how to create one as well.

John Hollenbeck and Michael Beyerlein mentioned the need for more of a focus on inter-team (e.g., conflict and coordination) and team dynamics issues (e.g., cross cultural). In addition, Michael Brannick and Susan Mohammed discussed how future studies will increasingly become more sophisticated conceptually and methodologically by considering the role of moderators and mediators and new individual characteristics thought to be valuable in teams (e.g., emotional intelligence).

*Where can students find information and research about teams and team-related topics?*

Michael Beyerlein warned that although many popular press books on teams contain useful examples, tools, and ideas, they are not always based on research. A particularly informative book is entitled *Leading Teams: Setting the Stage for Great Performances* (Hackman, 2002).

Aside from the top journals in our field, our experts gave additional resources to help students who are interested in team research. Susan Mohammed mentioned a specialty journal entitled *Small Group Research and Group Dynamics: Theory, Research, & Practice*. Michael Beyerlein advised that in addition to journals and online sites, it is important to look at dissertation abstracts. Good work is completed by doctoral students that, unfortunately, never gets published. Additionally, Richard Hackman has a Web site with a number of resources on teams, as well as an online diagnostic instrument for assessing the strengths and weaknesses of task-performing teams ([www.leadingteams.org](http://www.leadingteams.org)). Lastly, associations such as SIOP, AoM, ASTD, Center for Collaborative Organizations ([www.workteams.unt.edu](http://www.workteams.unt.edu)), and a new interdisciplinary network for group researchers called INGRoup ([www.ingroup.info](http://www.ingroup.info)) can be used to find information on teams.

## BI-O

When it comes to the study of teams, few scholars have contributed the amount of theoretical knowledge and empirical research as Eduardo Salas. Dr. Salas is trustee chair and professor of psychology at the University of Central Florida (UCF), where he also holds an appointment as program director for Human Systems Integration Research Department at the Institute for Simulation & Training. He has coauthored over 300 journal articles and book

chapters, has coedited 15 books, and is a Fellow of SIOP, Applied Experimental and Engineering Psychology, and Human Factors and Ergonomics Society. Prior to his appointments at UCF, Dr. Salas was a senior research psychologist and head of the Training Technology Development Branch of NAVAIR-Orlando for 15 years. During his time at NAVAIR, he served as a principal investigator for numerous R&D programs focusing on teamwork, team training, advanced training technology, decision making under stress, learning methodologies, and performance assessment.

***What were your greatest doubts in graduate school and how did you overcome them?***

I am unique in that as early as high school I knew I wanted to do I-O psychology. However, I am originally from Peru, so when I came to the states I had a little difficulty and fear of the English language. I have an accent and my English vocabulary/fluency was not great, so I sometimes thought I wasn't going to make it because I could not communicate well. To overcome this fear, I forced myself to do as many presentations as possible. Although I still have the accent, I think I can articulate ideas well enough that people can understand me. In terms of my courses, the field, or anything related to graduate school, I never had doubts because this is what I always wanted to do. My advice to young professionals is to constantly work on developing, writing, and presenting your ideas. I-O is about communicating ideas and if you cannot do so, you will not be successful.

***Did your graduate school experiences prepare you for working within the field?***

Yes and no. I went to Old Dominion University and there were a couple of great things there. For example, two of my mentors were into proposal writing and research grants. So, early on, I learned how to do those things and was exposed to the value of funding in research. By participating on their projects, I was able to acquire those skills. However, there were no classes on grant writing or how to be a consultant. This was probably one of the areas that could be improved because there were no formal seminars to prepare you for working on the applied side of the field.

***How did you go about developing your current research interests?***

During graduate school two of my mentors studied team-level issues. So, I was lucky to be exposed to materials, readings, and ideas early on. The work and research I did with them began to peak my interests. On the training side, I had many early opportunities to participate in projects with the Navy as a consultant doing training-related work. It was during this time that I began to formulate ideas around creating instructional materials and using psychological principles to drive the design of instructional methods.

***What obstacles in graduate school and in your career did you experience that you were not anticipating, and what advice would you give to students and young professionals to help overcome these challenges?***

I am not sure if this is an obstacle, but something I experienced early on was the value of research methods. For example, one book that I still consult often and recommend to students is Cooke and Campbell's *Quasi-Experimental Design*. The book is an excellent source if you're doing applied research because things change quickly in the field and you have to know what that does to your internal and external validity. Graduate school does not always prepare students for dealing with quasi-experimentation. At the Navy, I learned from the get-go that you seldom randomize or have control groups. Therefore, you have to know very quickly what that means and how you can still create robust designs and credible findings. My advice would simply be "know thy methods."

***How did you go about getting your first job once you had attained your degree? How long were you at your first job?***

My first job was NAVAIR in Orlando. I originally worked on my master's thesis at UCF and did a project for the Navy. After this, I moved to Norfolk, VA and completed my PhD. Once I had completed my program, I wanted to come back to Florida. So I made one call, sent one letter with my vita, and they hired me. The job with NAVAIR lasted 15 years and I loved every minute of it. I had the opportunity to learn new things and was given the autonomy to pursue my own interests as long as they fulfilled the Navy's objectives. It was a period of great personal and professional growth.

***Is the work that you do now related to or the same as the work you did early in your career?***

Yes, I deal with the same research that I started early in my career. Many students think that once they complete their dissertations they do not have to do that type of work again. Well, you can say that I have done many "dissertations" throughout my career. What I mean by this is that if you want to do funded research, you have to develop theory, measures, and go through all the steps that are involved in developing a dissertation. However, many of the things I do now do not involve the hands-on work. I have students examine and analyze the data, but I am still developing the conceptual frameworks around the projects. So, at the process level, I am doing the same work. It is the level of detail that has changed. For example, I haven't done a data analysis in several years. Somebody else deals with that.

***What things would you have done differently if you knew then what you know now?***

I probably wouldn't have pushed others so hard. I am a big goal setter and go-getter and not everyone is fit for that. Some people do not have that as a

value system and therefore it is not a primary motivation. Sometimes along the way (not knowingly) I hurt people because I was constantly pushing, demanding, and expecting people to do more than what they were capable of or interested in doing. It also took me some time to learn to relax. In the beginning, I was working 6, sometimes 7 days a week, putting in well over 60 hours. Now that I have more gray hair, I look back and wish I had taken the time to pursue other things.

***What were the most appealing characteristics/qualities of the career you selected and why did you choose this over the other side?***

I tend to look at myself as an applied psychologist. I believe in the scientist-practitioner model in its truest sense. That is, we should apply the best science that we can to solve organizational problems. It was also important for me to have an impact in changing the way executives, managers, and employees do their thinking. The most rewarding thing in the 20 plus years I have been doing this is influencing people in how they deal with organizational issues.

***What are the most satisfying and dissatisfying aspects of our field to you? How has this related to your career?***

The most satisfying thing is the scientist-practitioner model and the ability to do work in both arenas. In our field, you often have people strictly on the science side or the practice side, where for me, it has been exciting to do both and be in the middle. As I-O's we have the rare opportunity to look at problems from different points of view. For example, when I do teams projects or training research there are many communities, industries, and agencies that are interested in learning about what I do and how I can contribute.

One of the dissatisfying aspects is that we are divided as a society. We are too segmented. There are the scientists/academicians on one side, the practitioners on the other. Then we have the "I" types on one side, the "O" types on the other. It can be a little disturbing. However, one thing that we are working on as a unified field is letting organizations know that we have a science that can solve their problems. We still have a long way to go, but important steps are being taken in the right direction.

### **Assessment Center**

This issue we changed up the usual routine and decided to do an open-ended exploration of team-related experiences in graduate school. We asked you to describe whatever team-related experience came to your mind when you thought about the concepts of teams. Here are a couple of notable experiences that were shared with us:

The most outstanding team experience I had was a class project for market research. We were a team of three students from different backgrounds doing market research for a real company (yes, the university

earned money for this). We collaborated very well in all stages of the project. When the deadline for our company presentation approached, we were very stressed and nervous; it was a time of little sleep and too much work. But since our team bonded so well, we were able to work through the presentation with little difficulty.

I was working on a group project in graduate school, and several members of my group did not get along. They were very competitive with each other in general, so working on a project together was not a good idea. Of course, they argued the whole time and made it uncomfortable for the rest of us. I hate working in teams because I hate conflict, and this was the worst. I didn't agree with much that was done, but I didn't speak up because one of the members was very confrontational. It ended up being a pretty bad project. We got a poor grade on it because we didn't do what the professor wanted.

I am working on a research project with two other individuals who I consider my friends. The teamwork part of it has gone fantastic, even with each person currently living in different areas of the country. We have been productive and to the point when it was called for, plus are meetings are enjoyable because we are friends. We have encountered many obstacles and the project is not currently going according to plan, but I still have found it to be a positive experience.

### Conclusion

We would like to thank our panel of experts who provided valuable information for this column. These respondents include Michael Beyerlein (University of North Texas & Center for Collaborative Organizations), Michael Brannick (University of South Florida), John R. Hollenbeck (Michigan State University), Susan Mohammed (Pennsylvania State University), and Eduardo Salas (University of Central Florida). If you are interested in additional information or extended commentary from our experts, please feel free to contact us at [tipsontopics@yahoo.com](mailto:tipsontopics@yahoo.com). Be sure to check out our next issue where we will be speaking with **Harry C. Triandis** and covering cross-cultural issues. Also don't forget to start gathering ideas and getting your proposals ready for the **TIP-TOPics for Students** Column Editor(s) contest.



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## SIOP Consortium Aims to Offer Strategies for Attracting and Keeping Talent

Clif Boutelle

As millions of baby boomers approach retirement age, employers should be giving thought to replacing them with the best possible workers. In addition, they need to focus on retaining their top performers, who, surveys show, are increasingly ready and willing to jump ship for something better.

It has all the making of a perfect storm for HR managers.

Some solid advice and thinking on the subject is on the way. SIOP's second annual Leading Edge Consortium will focus on the key issues of talent attraction and retention.

The consortium, which will feature some of the leading researchers and practitioners in talent attraction, development, and retention, will be held October 27–28 in Charlotte, NC.

**Fritz Drasgow**, general chair of the event, said a group of presenters with a wealth of experience and knowledge in the recruitment, development, and retention of talent will provide useful strategies and tactics. "Moreover, this is an interactive event that will bring together both practice and science and give participants ample opportunity to talk with presenters and each other," he added.

Keynote speakers for the 2-day SIOP consortium will be **William Macey**, CEO of Valtera Corp., a Chicago-based management consulting firm; **Robert Eichinger**, CEO of Lominger Ltd., a consulting organization in Minneapolis, and **Leslie Joyce**, vice-president and chief learning officer of Home Depot.

In addition, the consortium will include modules on innovative practices in the best companies to work for; strategies in talent management; attracting and retaining diverse talent; emerging practice and research trends; state of the art practices in talent development, and talent management from an international perspective.

Also, case studies on leading-edge talent management practices are being gathered and will be presented as part of the consortium module focusing on innovative practices in some of the country's top organizations.

The 2005 Emerging Workforce Study, conducted by the Florida-based recruiting and staffing company, found that fewer than one in five employers is positioned for the future to recruit and retain top talent.

The study also showed key differences between workers and employers on issues that affect retention. For example, nearly two-thirds of workers rated time and flexibility as key factors in staying on the job, but only 35% of employers felt they were important issues.

In fact, according to the study, only 34% of HR managers consider employee turnover and retention as a major concern.

Yet, many managers are seeking to slow down turnover rates, which in some industries borders on the chronic and are always costly. Some compa-

nies say that replacing a departing employee costs the company about a third to a half of that employee's pay.

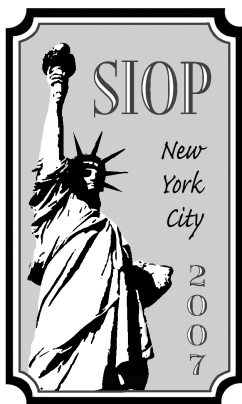
And workers' wants and needs have to be considered like never before. An uncaring supervisor, a mean colleague, unsatisfactory work assignments, or a stifling corporate culture are only a few of the reasons why workers look for greener pastures.

In fact, some companies may need to fine tune their corporate cultures to adapt to a changing work force.

It all means challenging times ahead for executives in human resources, organizational development, and other executives for whom talent management is a priority.

For more information about the consortium and to register, visit the SIOP Web site at [www.siop.org](http://www.siop.org) or call the SIOP Administrative Office at 419-353-0032.

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# Thoughts on SIOP's Strategic Direction 2006 Member Survey Results

Mary Doherty  
Valtera Corporation

Every 2 years, SIOP surveys the membership to understand industrial and organizational psychologists' thoughts about SIOP and the issues facing the Society. Results from this survey are used to guide planning and strategy set by the SIOP committee chairs and the Executive Committee.

In September 2005, the SIOP Executive Committee, along with some additional SIOP members, held a strategic planning session. The purpose of the meeting was to identify the strategic issues on which SIOP should focus to achieve its vision in the future. As part of this year's membership survey, the Executive Committee has taken the opportunity to understand the membership's perceptions of the issues identified in the strategic planning session. This article will present information on the membership's perceptions of the issues the Executive Committee has identified.

## Survey Participants

Questar conducted the survey via the Internet from January 30 through February 17.

E-mail invitations were sent to 5,701 individuals and 1,881 people completed the survey (33% response rate).

Tables 1, 2, and 3 provide information on the respondents' membership status, employment setting, and years since they received their doctoral degree. Most of the respondents were members or students from a university or consulting setting. Note: Seventy-four percent of the respondents who left the Years Since Doctoral Degree question unanswered were either Student Affiliates or Associate Members and probably didn't have their degree yet.

Table 1  
*Membership Status*

Membership Status	Number of Surveys Returned	Percentage of Surveys Returned
Associate	135	7.2
Fellow	78	4.1
International Affiliate	57	3.0
Member	911	48.4
Student	547	29.1
Unanswered	153	8.1
Total	1,881	

Table 2  
*Employment Setting*

Employment Setting	Number of Surveys Returned	Percentage of Surveys Returned
Consulting/Independent practice	385	20.5
Non-profit research organization	59	3.1
Private sector business	287	15.3
Public-sector organization	154	8.2
University/4-year college	674	35.8
Other academic institution	38	2.0
Other	127	6.7
Unanswered	157	8.3
Total	1,881	

Table 3  
*Years Since Doctoral Degree*

Years Since Doctoral Degree	Number of Surveys Returned	Percentage of Surveys Returned
1 to 4 years	245	13.0
5 to 9 years	222	11.8
10 to 14 years	156	8.3
15 to 19 years	136	7.2
20 or more years	324	17.2
Unanswered	798	42.4
Total	1,881	

### Strategic Planning—SIOP Goals

During the strategic planning meeting, the Executive Committee identified four goals they believed were important for SIOP to achieve in order to be more successful. These four goals are:

1. **Visibility.** SIOP will be a visible and trusted authority on work-related psychology.
2. **Science and Practice.** SIOP will provide forums for I-O psychologists to exchange research, insights, and information related to the science, practice, and teaching of I-O psychology.
3. **Advocacy.** SIOP will promote the value of I-O psychologists to policy makers.
4. **Membership.** SIOP will be the organization of choice for I-O professionals.

The Executive Committee decided to include two questions on the Member Survey about each goal to gather SIOP membership perceptions about these goals. The two questions were “How important do you feel these goals are for SIOP to be successful?” and “Where do we currently stand on each of these goals?” Charts 1 through 8 provide the responses to these two questions for each of the four goals.

**Visibility Goal**

*Definition of goal:* SIOP will be a visible and trusted authority on work-related psychology. Included here are (a) outreach to the broader field of psychology, organizations, policy makers; (b) promoting the value of I-O psychologists, and (c) heightening awareness of I-O psychology in improving productivity and well-being in the workplace.

Charts 1 and 2 show that although 92% of the respondents believe that this goal is very or critically important, only 21% think that SIOP has successfully met the goal or has made major progress towards meeting it. This large discrepancy highlighted the fact that SIOP members believe more work in this area is needed.

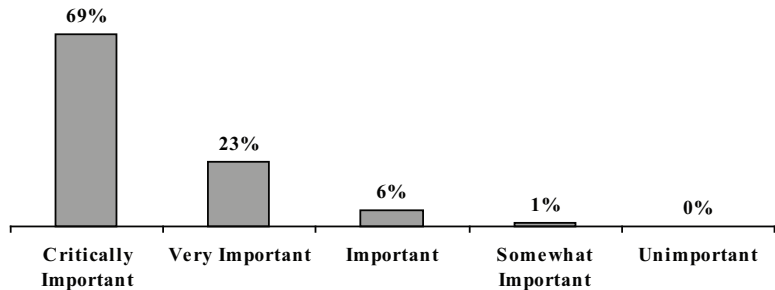


Chart 1. Importance of the Visibility Goal

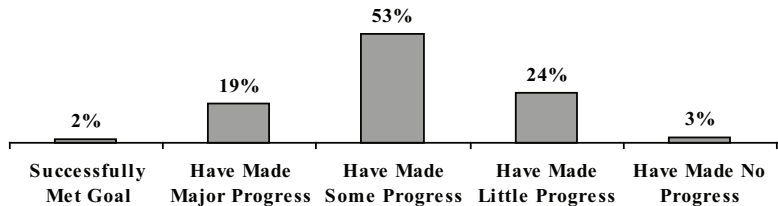


Chart 2. Current Standing on the Visibility Goal

## Science and Practice Goal

*Definition of goal:* SIOP will provide forums for I-O psychologists to exchange research, insights, and information related to the science, practice, and teaching of I-O psychology.

Again, respondents thought that the **Science and Practice** goal was very or critically important (85% of the respondents; see Chart 3). Chart 4 indicates that the majority of people (58%) believe that SIOP has successfully met the goal or has made major progress toward the goal.

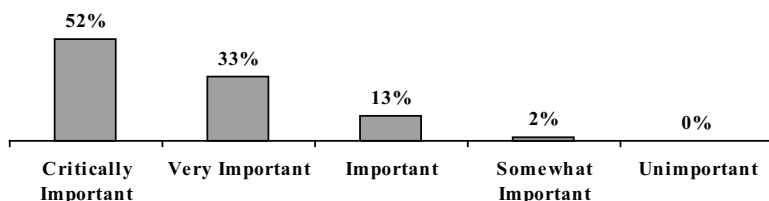


Chart 3. Importance of the Science and Practice Goal

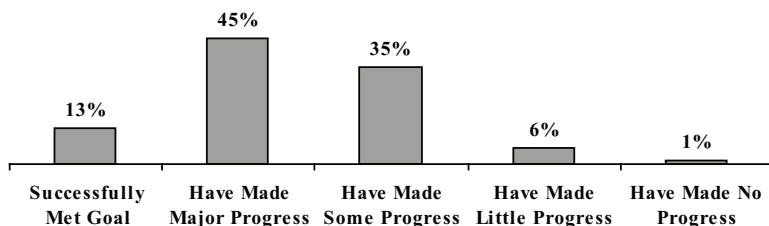


Chart 4. Current Standing on the Science and Practice Goal

## Advocacy Goal

*Definition of goal:* SIOP will promote the value of I-O psychologists to policy makers. Specific objectives here include increased efforts to obtain federal funding for I-O research and heightened awareness of key decision makers as to the value of I-O psychology.

Charts 5 and 6 show that respondents view the **Advocacy** goal as very important, but one on which SIOP is not making progress. The charts show that 80% of the respondents thought that the Advocacy goal was very or critically important, but only 18% indicated that SIOP has successfully met the goal or has made major progress towards meeting it.

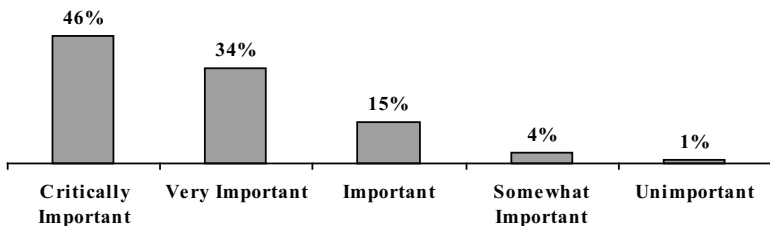


Chart 5. Importance of the Advocacy Goal

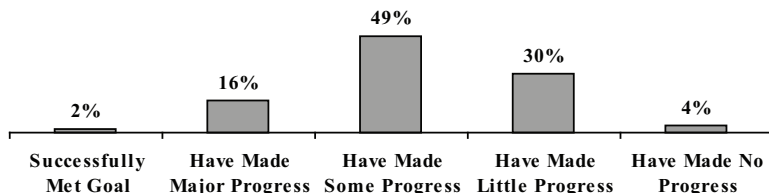


Chart 6. Current Standing on the Advocacy Goal

### Membership Goal

*Definition of goal:* SIOP will be the organization of choice for I-O professionals. Relevant objectives considered here include increased member satisfaction and retention.

The final goal is **Membership**. Charts 7 and 8 show that respondents thought the goal was very or critically important (73%). Additionally, a large percentage of respondents (63%) indicated that SIOP has successfully met the goal or has made major progress towards meeting it.

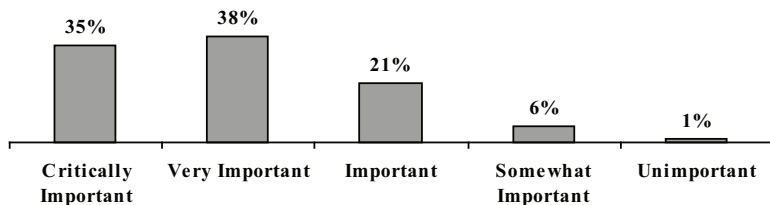


Chart 7. Importance of the Membership Goal

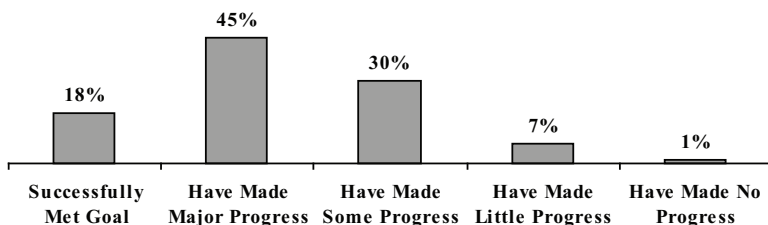


Chart 8. Current Standing on the Membership Goal

## Summary of Strategic Goal Results

Table 4 provides a summary of the Members' perceptions of the strategic goals in terms of the importance of the goals and the degree of progress SIOP has made towards the goals. The results for the four goals indicate that the biggest discrepancy between importance of a goal and where SIOP stands in terms of meeting the goal is on the *Visibility* goal. The *Advocacy* goal also shows a large discrepancy between importance and progress. The *Science and Practice* and *Membership* goals show less of a discrepancy.

Table 4

*Summary of Strategic Goal Results*

Goal	% Rated Goal Very Important or Higher	% Rated SIOP as Having Made Major Progress or Higher
Visibility	92	21
Science and Practice	85	58
Advocacy	80	18
Membership	73	63

### Strategic Planning—Other Issues

During the strategic planning meeting in September 2005, five additional issues were identified as critically important to SIOP and to the field of industrial-organizational psychology. These issues were included on the survey and respondents were asked to rate each of the issues in terms of their importance and to provide input and ideas on how each of the issues could be addressed. The responses to each of the five issues will be presented next.

*Issue 1: Improved governance structure—How important is this issue to SIOP and the field of I-O?*

Only 22% of survey respondents thought that an improved governance structure was very or critically important (see Chart 9). In fact, when asked directly if the current governance structure was adequate to meet the needs of the organization, 86% of respondents replied "Yes." The 14% of respondents that said "No" were then asked "What needs to be changed in terms of the current governance structure and why?" as an open-ended question.

The 150 people that provided responses gave comments such as:

1. Representation is needed from more areas (e.g., practitioners).
2. Term of positions (e.g., presidency) should be longer.
3. Governance structure should not be composed of same individuals every year.
4. Governance structure needs to increase the visibility of I-O (e.g., clarify to the business world).



Note: Comment categories<sup>1</sup> are listed in top-down order, meaning that first bullet came up most often, followed by the next bullet, and so on.

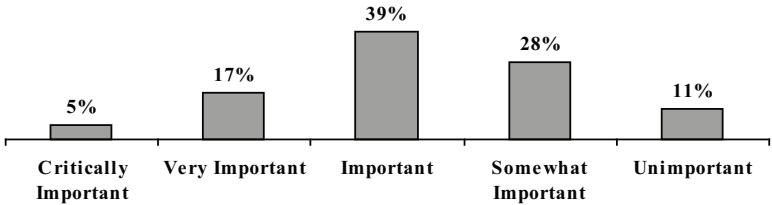


Chart 9. Improved Governance Structure

*Issue 2: Improving the attraction and retention of I-O PhDs to faculty positions in psychology departments rather than losing them to other university departments—How important is this issue to SIOP and the field of I-O?*

Chart 10 shows that 57% of respondents thought that keeping I-O talent in psychology departments was very or critically important. All respondents were asked to provide ideas about how the issue could be addressed, and provided suggestions such as:

1. Provide more money to I-O talent.
2. Promote I-O's value to the psychology department and the university.
3. Provide research support and resources to I-O talent.

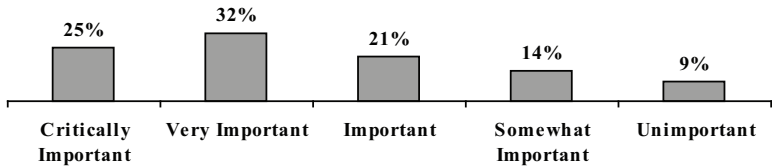


Chart 10. How Important Is it to Keep I-O Talent in Psychology Departments?

*Issue 3: Greater visibility in psychology departments—How important is this issue to SIOP and the field of I-O?*

Chart 11 shows that 64% of respondents thought that obtaining greater visibility in psychology departments was very or critically important. All respondents were asked to provide ideas about how the issue could be addressed and provided suggestions such as:

1. Develop good teaching tools (e.g., introductory psychology texts).
2. Market appropriately to the public (e.g., emphasize the broad range of work performed within I-O psychology, publicize our successes, do pro-bono work, attend meetings of other organizations [Association of Test Publishers]).

<sup>1</sup> The responses to the open-ended questions were coded by graduate students under **Daniel A. Sachau's** supervision at Minnesota State University. The students were **J. R. Rowenhorst**, **Adam Roybal**, and **Yun-Mi Choi**.

3. Focus on undergraduate involvement (e.g., develop courses and presentations, involve students in research, create scholarships).

4. Emphasize the critical role of I-O psychology (e.g., show the relevance of I-O, show the relationship of I-O to other areas of psychology, demonstrate real world applications).

5. Improve our role within APA and with other divisions (e.g., create more collaboration with other psychology disciplines and with business, build bridges between I-O psychology and others).

6. Encourage I-O involvement in department (e.g., volunteer to do guest lectures, become department chairs).

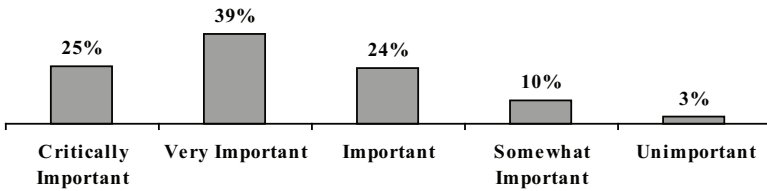


Chart 11. Greater Visibility in Psychology Departments

*Issue 4: Greater visibility in the business arena—How important is this issue to SIOP and the field of I-O?*

Chart 12 shows that 89% of respondents thought that obtaining greater visibility in the business arena was very or critically important. All respondents were asked to provide ideas about how the issue could be addressed and provided suggestions such as:

1. Promote more media involvement.

2. Promote interaction with other organizations (e.g., collaborate, network, and/or partner with organizations, alumni, human resource professionals, and/or people within the Society of Human Resource Management [SHRM] and the American Society of Training and Development [ASTD]).

3. Promote the value of I-O to businesses (e.g., become more metric-oriented, conduct more return-on-investment (ROI) research and share it with businesses).

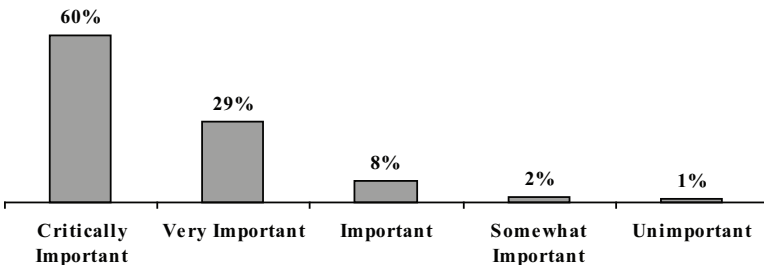
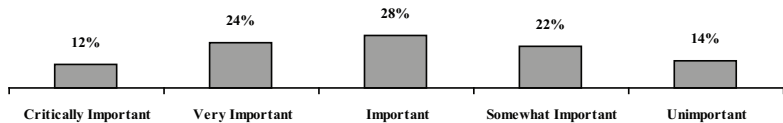


Chart 12. Greater Visibility in the Business Arena

*Issue 5: Credentialing—How important is this issue to SIOP and the field of I-O?*

Chart 13 shows that 36% of respondents thought that credentialing was very or critically important. All respondents were asked “What is SIOP’s role in credentialing?” and provided opinions such as:

- Fully active role (e.g., SIOP should take a leading or majority role, could develop workshops).
- Partial role (e.g., SIOP should advise, advocate, support, guide, work with states).
- Defining role (e.g., SIOP should set standards, guidelines, policies/procedures).
- No role should be taken (e.g., SIOP should not take a role because credentialing is not necessary or important).



*Chart 13: Credentialing*

### Comparison of Responses Between Groups

Subgroups of professionals exist within SIOP. The data was explored to see how the subgroups differ in their responses to various questions. Responses to the questions above were compared across various subgroups including licensed vs. nonlicensed respondents, between the work settings, and between the membership categories.

#### *Licensure*

T-tests were conducted on the strategic questions to determine the differences between the licensed respondents (sample size ranged from 191 to 213) and the non-licensed respondents (sample size ranged from 1,379 to 1,505). The results indicated that licensed respondents (as compared to nonlicensed respondents):

- Rated the **Membership** goal (SIOP will be the organization of choice for I-O professionals.) as more important.
- Rated the issue of credentialing as more important.
- Rated the issue of visibility in psychology departments as less important.

#### *Work Setting*

An ANOVA was conducted to identify any differences between work settings. Post hoc tests (i.e., Tukey) indicated that significant differences were found between groups on six of the strategic issues in the survey. Tables 5 through 10 show the results for these six strategic issues.

Table 5

*Mean Differences Between Work Settings on Where Do We Currently Stand on the Visibility Goal (SIOP Will Be a Visible and Trusted Authority on Work-Related Psychology)?*

Work Setting	<i>N</i>	Mean
Other academic institution <sup>1</sup>	35	2.77
Public-sector organization	140	2.96
Other	117	2.98
University/Four-year college	626	3.01
Private-sector business <sup>2</sup>	260	3.13
Consulting/Independent practice <sup>2</sup>	351	3.14
Nonprofit research organization <sup>2</sup>	53	3.17

*Note:* The scale ranged from 1 = *successfully met goal* to 5 = *have made no progress*.

<sup>1, 2</sup> Group 1 rated SIOP as having made significantly *more* progress than did Group 2.

Table 6

*Mean Differences Between Work Settings on Where Do We Currently Stand on the Advocacy Goal (SIOP Will Promote the Value of I-O Psychologists to Policy Makers)?*

Work Setting	<i>N</i>	Mean
Other academic institution <sup>1</sup>	35	3.00
Public-sector organization	137	3.05
Other	115	3.13
University/Four-year college	614	3.16
Consulting/Independent practice	338	3.23
Private-sector business	250	3.24
Nonprofit research organization <sup>1</sup>	53	3.38

*Note:* The scale ranged from 1 = *successfully met goal* to 5 = *have made no progress*.

<sup>1</sup> *Other academic institution* rated SIOP as having made significantly *more* progress than did *nonprofit research organization*.

Table 7

*Mean Differences Between Membership Categories on Improved Governance Structure—How Important Is This Issue to SIOP and the Field of I-O?*

Work setting	<i>N</i>	Mean
Other academic institution <sup>1</sup>	37	3.08
Other	117	3.10
Public sector organization	143	3.13
University/Four-year college	634	3.22
Consulting/Independent practice	360	3.23
Private-sector business	271	3.28
Nonprofit research organization <sup>1</sup>	55	3.51

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1</sup> Other academic institution rated this issue as significantly more important than did nonprofit research organization.

Table 8

*Mean Differences Between Work Settings on Greater Visibility in Psychology Departments—How Important Is This Issue to SIOP and the Field of I-O?*

Work Setting	<i>N</i>	Mean
Other <sup>1</sup>	122	2.02
University/Four-Year College	651	2.17
Non-Profit Research Organization	58	2.29
Other Academic Institution	37	2.38
Public Sector Organization	145	2.39
Consulting/Independent Practice	367	2.39
Private-Sector Business <sup>1</sup>	276	2.53

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1</sup> Other rated this issue as significantly more important than did private sector business.

Table 9.

*Mean Differences Between Work Settings on Greater Visibility in the Business Arena—How Important Is This Issue to SIOP and the Field of I-O?*

Work Setting	<i>N</i>	Mean
Private-sector business <sup>1</sup>	277	1.36
Public-sector organization <sup>1</sup>	147	1.38
Consulting/Independent practice <sup>1</sup>	374	1.39
Nonprofit research organization	58	1.53
Other	121	1.60
Other academic institution <sup>2</sup>	37	1.70
University/Four-year college <sup>2</sup>	655	1.74

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1, 2</sup> Group 1 rated this issue as significantly more important than did Group 2.

Table 10

*Mean Differences Between Work Settings on Credentialing—How Important Is This Issue to SIOP and the Field of I-O?*

Work Setting	<i>N</i>	Mean
Other <sup>1</sup>	121	2.71
Public-sector organization	146	2.85
Other academic institution	37	2.89
Consulting/Independent practice	366	2.91
Private-sector business	272	3.07
University/Four-year college	643	3.16
Nonprofit research organization <sup>1</sup>	57	3.26

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1</sup> Other rated this issue as significantly more important than did *nonprofit research organization*.

### Membership Status

An ANOVA was conducted to identify any differences between membership categories. Post hoc tests (i.e., Tukey) indicated that significant differences were found between membership categories on seven of the questions presented above. The following series of tables present the results for these seven questions. (See Tables 11 through 17.)

Table 11

*Mean Differences Between Membership Categories on How Important Is the Goal of Visibility (SIOP Will Be a Visible and Trusted Authority on Work-Related Psychology)?*

Membership Status	<i>N</i>	Mean
Student <sup>1</sup>	536	1.36
Member <sup>1</sup>	891	1.40
Associate <sup>1</sup>	134	1.43
International Affiliate	55	1.45
Fellow <sup>1</sup>	78	1.69

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1</sup>Students, Members, and Associates rated this goal as significantly more important than did Fellows.

Table 12

*Mean Differences Between Membership Categories on Where Do We Currently Stand on the Visibility Goal (SIOP Will Be a Visible and Trusted Authority on Work-Related Psychology)?*

Membership Status	<i>N</i>	Mean
International Affiliate <sup>1</sup>	46	2.67
Associate	128	2.90
Student <sup>1</sup>	502	3.02
Fellow <sup>1</sup>	75	3.08
Member <sup>1</sup>	836	3.11

*Note:* The scale ranged from 1 = *successfully met goal* to 5 = *have made no progress*.

<sup>1</sup> International Affiliates rated SIOP as having made significantly more progress than did Members, Students, or Fellows.

Table 13

*Mean Differences Between Membership Categories on Where Do We Currently Stand on the Advocacy Goal (SIOP Will Promote the Value of I-O Psychologists to Policy Makers)?*

Membership Status	<i>N</i>	Mean
International Affiliate <sup>1</sup>	45	2.80
Associate	123	3.07
Student	492	3.09
Member <sup>1</sup>	814	3.25
Fellow <sup>1</sup>	74	3.32

*Note:* The scale ranged from 1 = *successfully met goal* to 5 = *have made no progress*.

<sup>1</sup> International Affiliates rated SIOP as having made significantly more progress than did Members or Fellows.



Table 14

*Mean Differences Between Membership Categories on Improved Governance Structure—How Important Is This Issue to SIOP and the Field of I-O?*

Member Status	<i>N</i>	Mean
International Affiliate <sup>1</sup>	50	2.76
Student <sup>3</sup>	514	3.00
Associate <sup>2, 5</sup>	128	3.13
Member <sup>2, 4</sup>	852	3.37
Fellow <sup>2, 4, 6</sup>	78	3.56

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1, 2</sup> International Affiliates rated this issue as significantly more important than did Associates, Members, and Fellows.

<sup>3, 4</sup> Students rated this issue as significantly more important than did Members and Fellows.

<sup>5, 6</sup> Associates rated this issue as significantly more important than did Fellows.

Table 15

*Mean Differences Between Membership Categories on Greater Visibility in Psychology Departments—How Important Is This Issue to SIOP and the Field of I-O?*

Membership Status	<i>N</i>	Mean
Student <sup>1</sup>	526	1.98
Fellow	77	2.19
International Affiliate	50	2.32
Associate <sup>1</sup>	130	2.36
Member <sup>1</sup>	878	2.48

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1</sup> Students rated this issue as significantly more important than did Associates or Members.

Table 16

*Mean Differences Between Membership Categories on Greater Visibility in the Business Arena—How Important Is This Issue to SIOP and the Field of I-O?*

Membership Status	<i>N</i>	Mean
Associate <sup>1</sup>	132	1.44
Student <sup>1</sup>	527	1.45
Member <sup>1</sup>	886	1.57
International Affiliate <sup>1</sup>	51	1.67
Fellow <sup>2</sup>	78	2.01

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

<sup>1, 2</sup> Group 1 rated this issue as significantly more important than did Group 2.

Table 17

*Mean Differences Between Membership Categories on Credentialing—How Important Is This Issue to SIOP and the Field of I-O?*

Member Status	<i>N</i>	Mean
Student <sup>1</sup>	522	2.70
International Affiliate <sup>3</sup>	47	2.85
Associate	129	3.09
Member <sup>2</sup>	873	3.17
Fellow <sup>2, 4</sup>	77	3.44

*Note:* The Importance scale ranged from 1 = *critically important* to 5 = *unimportant*.

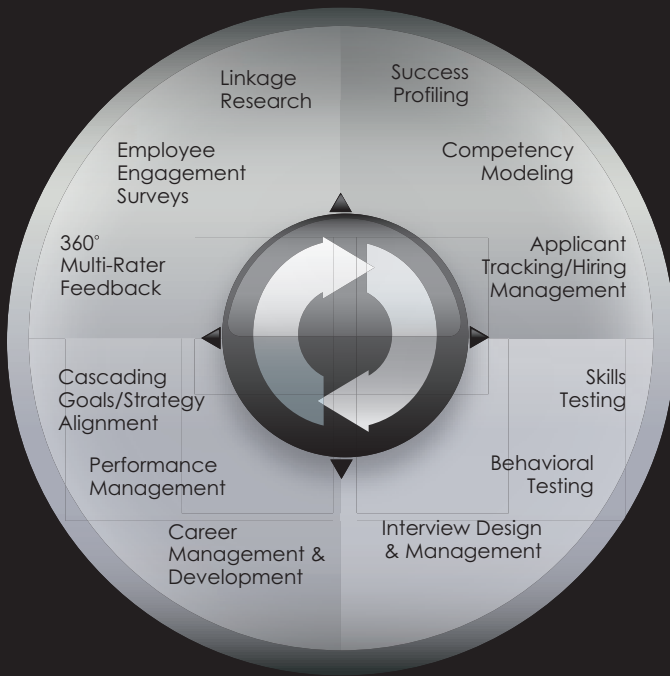
<sup>1, 2</sup> Students rated this issue as significantly more important than did Members or Fellows.

<sup>3, 4</sup> International Affiliates rated this issue as significantly more important than did Fellows.

### Conclusion

The 2006 Member Survey included questions about a number of additional areas of concern to SIOP members, such as member satisfaction, license issues, ethnic and minority affairs, the Consultant Locator, international affairs, and the awards nomination process. Additional reports and information can be found on the SIOP Web site that provide a great deal of interesting data.

For more information about the SIOP Member Survey results, visit [http://www.siop.org/reportsandminutes/survey\\_results06.aspx](http://www.siop.org/reportsandminutes/survey_results06.aspx).



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# Are SIOP Members Satisfied?

## Results From the 2006 Member Survey

Mary Doherty  
Valtera Corporation

Every 2 years, SIOP surveys the membership to understand industrial and organizational psychologists' thoughts about SIOP and the issues facing the Society. Results from this survey are used to guide planning and strategy set by the SIOP Committee Chairs and the Executive Committee.

One purpose of the Member Survey is to discover how satisfied the membership is with various aspects of SIOP. This article will present information on the membership's satisfaction with SIOP's leadership, communications and services, the 2005 conference, and the membership's overall level of satisfaction.

### Survey Participants

Questar conducted the survey via the Internet from January 30 through February 17.

E-mail invitations were sent to 5,701 individuals and 1,881 people completed the survey (33% response rate).

Tables 1, 2, and 3 provide information on the respondents' membership status, employment setting, and years since they received their doctoral degree. Most of the respondents were members or students from a university or consulting setting. Note: Seventy-four percent of the respondents who left the Years Since Doctoral Degree question unanswered were either Student Affiliates or Associate Members and probably didn't have their degree yet.

Table 1  
*Membership Status*

Membership Status	Number of Surveys Returned	Percentage of Surveys Returned
Associate	135	7.2
Fellow	78	4.1
International Affiliate	57	3.0
Member	911	48.4
Student	547	29.1
Unanswered	153	8.1
Total	1,881	

Table 2  
*Employment Setting*

Employment Setting	Number of Surveys Returned	Percentage of Surveys Returned
Consulting/Independent practice	385	20.5
Non-profit research organization	59	3.1
Private sector business	287	15.3
Public sector organization	154	8.2
University/4-year college	674	35.8
Other academic institution	38	2.0
Other	127	6.7
Unanswered	157	8.3
Total	1,881	

Table 3  
*Years Since Doctoral Degree*

Years Since Doctoral Degree	Number of Surveys Returned	Percentage of Surveys Returned
1 to 4 years	245	13.0
5 to 9 years	222	11.8
10 to 14 years	156	8.3
15 to 19 years	136	7.2
20 or more years	324	17.2
Unanswered	798	42.4
Total	1,881	

The charts within this article present the percentage of people who reported they were satisfied with the issue in the survey question, the percent who reported they were neutral, and the percent who reported they were dissatisfied.

### **Satisfaction With Society Leadership**

As Chart 1 indicates, most respondents reported being satisfied with Society leadership keeping the membership informed of changes (83%). However, few people responded favorably to SIOP's effectiveness in promoting I-O to businesses (36%) and other areas of psychology (47%), and in fact, many respondents reported being either neutral or dissatisfied with these aspects of SIOP.

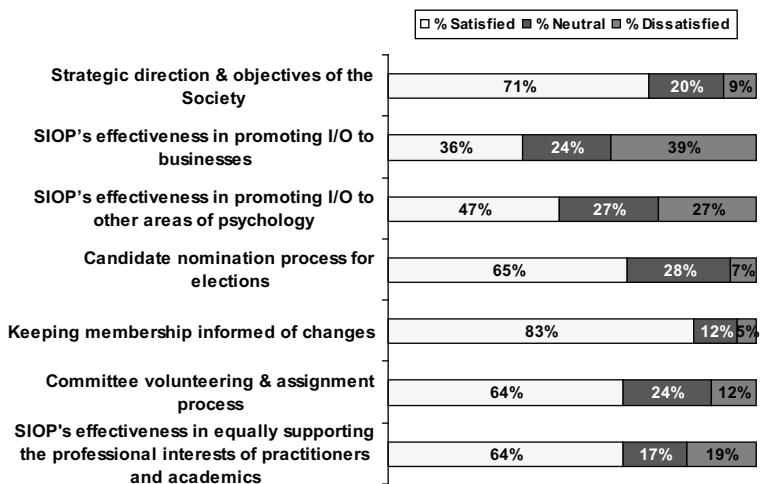


Chart 1. Satisfaction With Society Leadership

### Satisfaction With Society Communication and Services

As Chart 2 indicates, most respondents responded favorably to society communication and services. *TIP* and the Membership Directory received the highest satisfaction ratings on the survey.

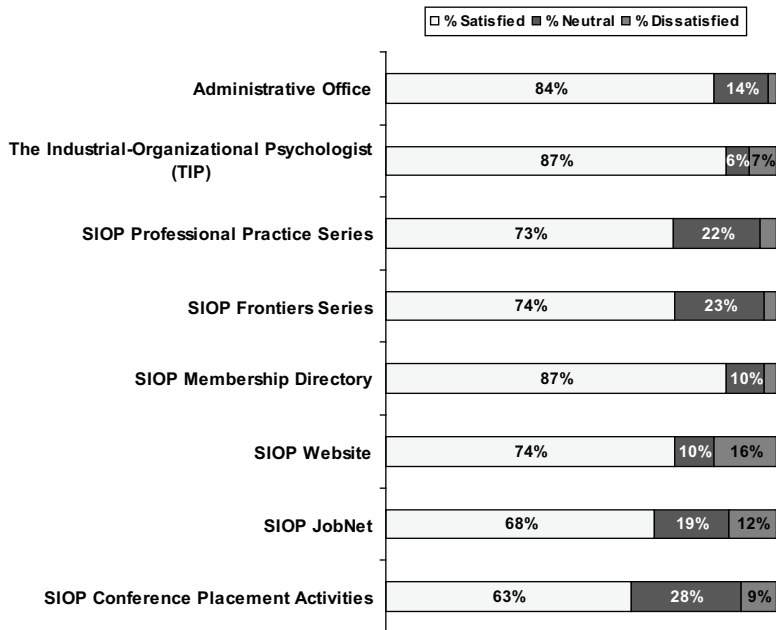


Chart 2. Satisfaction With Society Communication and Services

## Satisfaction With 2005 SIOP Conference

Most respondents also responded they were satisfied with the 2005 SIOP conference. In fact, 73% of respondents reported that SIOP was their top choice for a conference to attend. Other people cited Academy of Management, American Psychological Association, or Division 13 as their preferred conference to attend.<sup>1</sup>

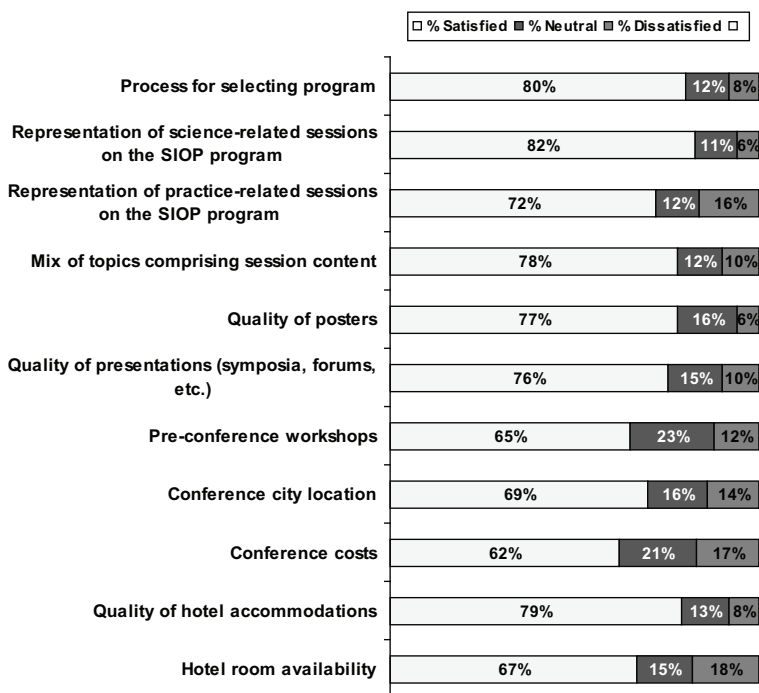


Chart 3. Satisfaction With 2005 SIOP Conference

<sup>1</sup> The responses to the open-ended questions were coded by graduate students under **Daniel A. Sachau's** supervision at Minnesota State University. The students were **J. R. Rowenhorst**, **Adam Roybal**, and **Yun-Mi Choi**.



## Overall Satisfaction With SIOP

Chart 4 indicates that most respondents reported they were satisfied with the value of their SIOP membership (86%) and with SIOP as a professional organization (86%).

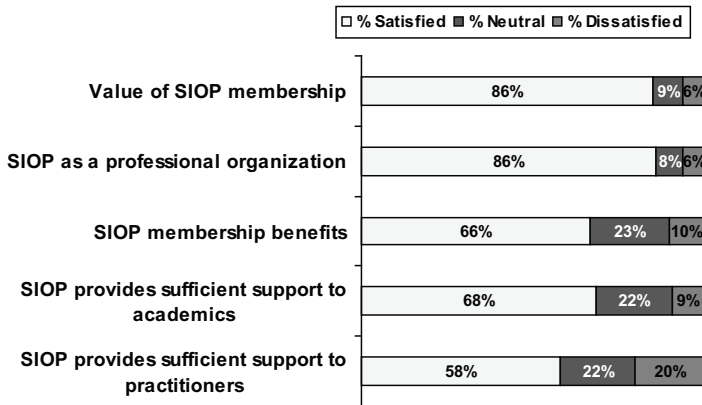


Chart 4. Overall Satisfaction With SIOP

*Note:* The question about SIOP Membership Benefits asked respondents to rate their satisfaction with the benefits in comparison to those given by other similar professional organizations.

## Conclusion

The 2006 Member Survey included questions about a number of additional areas of concern to SIOP members, such as strategic planning, license issues, ethnic and minority affairs, the Consultant Locator, international affairs, and the awards nomination process. Additional reports and information can be found on the SIOP Web site that provide a great deal of interesting data.

For more information about the SIOP Member Survey results, visit [http://www.siop.org/reportsandminutes/survey\\_results06.aspx](http://www.siop.org/reportsandminutes/survey_results06.aspx).

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# **The Invisible Pipeline: I-O at the Undergraduate Level**

**Jennifer P. Bott**  
**Ball State University**

**Alice F. Stuhlmacher**  
**DePaul University**

**Patrick R. Powaser**  
**Occidental Petroleum Corporation**

Although graduate training in I-O is shaped by SIOP guidelines and program faculty, very little is known even about the existence of I-O training at the undergraduate level. Undergraduate exposure to I-O psychology offers the potential of wider training in important concepts, visibility to the field, and a broader and improved pipeline for advanced training in the discipline. As a subcommittee of SIOP's Education and Training (E&T) Committee, we explored undergraduate I-O offerings and concentrations. In this article, we share survey results regarding the prevalence of I-O at the undergraduate level and encourage further SIOP attention to undergraduate I-O.

The most recent data from the American Psychological Association (<http://research.apa.org/baccalaureatedat.html>) reports that the major work activities of 44% of baccalaureate degree recipients in psychology is management, sales, or administration. This is a substantial number of undergraduate degree holders in psychology who do I-O-related work in I-O-related settings. In addition to psychology majors, many other careers involve I-O-related work, but have no I-O-related training. We would expect that solid I-O education is useful preparation for many careers, and students would benefit if it was available.

In addition to benefits that students may garner, the field gains by offering undergraduate training. Employees with I-O training can increase the visibility of I-O in the workplace. Visibility has become an active area of discussion within SIOP in recent years, and informing just a portion of the college population about the field could ripple into wider name recognition and awareness.

Although not everyone can, should, or wants to get more training in I-O, an undergraduate I-O course is often pivotal in decisions to pursue further education in I-O. For those students considering graduate studies, undergraduate I-O courses offer not only an awareness that I-O is an option but also provide a realistic preview of the types of subjects and skills important to our field. I-O theory and research addresses the value of Realistic Job Previews (RJPs): we can think about I-O exposure at the undergraduate level as RGSPs (Realistic Grad School Previews).

## **Survey and Data Collection**

As a first step, we created a survey on the frequency of I-O courses and concentrations, course offerings, as well as interest in support for undergradu-

ate education and educators. An e-mail invitation to complete the online survey was sent to all SIOP members with an “.edu” e-mail extension. Only one response per school was requested. When there were multiple responses per school, a single respondent was selected with preference given to responses with complete data and responses from program directors. In the end, we had a total of 106 responses. We are very grateful to all the respondents for taking the time and effort to complete the survey and share their thoughts.

Table 1  
*Frequency of I-O Concentration and Courses*

Undergraduate I-O Concentration	Percent	N
Formal program	17.9	19
Informal program	11.3	12
No program but I-O courses	65.1	69
No courses or concentration	4.7	5

*n* = 105

The final sample represented psychology departments from very small to very large, ranging from as few as 12 psychology majors to as many as 2,400 (mean = 75). The majority of the programs were on the semester system, but 8.5% reported quarters, trimesters, or another schedule. Most of the responses (64.2%) came from programs that offer graduate degrees in I-O, 13.2% were from programs with graduate degrees in areas other than I-O, and 17% were from departments that did not offer any graduate programs.

### Findings

Although a limited number of programs offer either formal (17.9%) or informal specialization (11.3%), nearly all (95%) respondents indicated that one or more I-O courses are offered at the undergraduate level at their institution (See Table 1).

Table 2 reports the frequency of specific I-O courses. Not surprisingly, the most frequently offered I-O course was Introduction to I-O (76.4% of respondents). Perlman and McCann (1999) reported that I-O is the 14th most frequent course offered at the undergraduate level in psychology, and that 44% of universities overall had an I-O course. Our percentage is understandably higher because SIOP members were specifically sought as respondents. Perlman and McCann (1999) also found I-O undergraduate courses were more prevalent in departments that grant doctoral degrees (67%) than at master's universities or colleges (57%), baccalaureate colleges (37%), or 2-year institutions (16%).

It appears that many of the central topics at the graduate level are present at the undergraduate level. Specifically, results show a high frequency for measurement (57.6%), independent study (43.4%), and advanced statistics (26.4%). Also popular were separate courses on the “O” side and “I” side of

Table 2

*I-O Courses at the Undergraduate Level or in the I-O Concentration in Order of Frequency*

Course	Percent
Introduction to I-O	76.4
Psychometrics/Measurement	57.6
Independent Study	43.4
Org Psych/Org. Behavior	42.5
Advanced Statistics	26.4
Leadership	27.4
Groups/Teams	24.5
Personnel Psychology	25.5
Human Factors	16.0
Work Motivation	16.0
Industrial Psychology	15.1
Training and Development	12.3
Consumer Psychology	11.3
Special I-O topics/Other I-O	11.3
Organization Theory	9.4
Advanced or I-O Research	8.5
Fieldwork/Practica/Internship	7.6
Diversity/Gender Related	6.6
Health/Stress	6.6
Business Course	5.7
Advanced I-O	4.7
Other Psychology	4.7
Conflict/Negotiation	3.8
Work Attitudes	1.9

the field. Forty-two percent of the programs offered an organizational psychology or organizational behavior course. Comparably, 40.6% percent of programs offer either personnel psychology or industrial psychology.

Table 2 suggests that although there is variation across programs, many traditional I-O content areas are represented. Although smaller in number, some I-O concentrations drew from other core areas of psychology (e.g., personality; social), related disciplines (e.g., management; communication), or special topic courses (e.g., interviewing; careers; compensation). Finally, some programs offer combined topic courses (e.g., selection & training; motivation & attitudes) as well as the opportunity to take some graduate courses.

The survey proposed several areas as avenues of support for I-O education at the undergraduate level. Respondents were most interested in benchmarks or guidelines for creating undergraduate programs (64.2%), links on SIOP Web page to departments with undergraduate concentrations (48.1%), and increased SIOP conference activities relating to undergraduate I-O (42.5%). Interest was lower for a program directors listserv (32.1%).

In open-ended comments, several of the respondents requested support that SIOP already offers, such as teaching exercises, teaching resources, and brochures for undergraduates. These comments could imply that SIOP could create greater awareness regarding undergraduate resources currently available on its Web site and at conferences. On the other hand, it may be that respondents are aware of the SIOP resources but that there is interest in even further support in these areas.

## **Discussion**

This research represents only a snapshot of opportunities for education in I-O at the undergraduate level. The sample was limited in that the survey was sent only to SIOP members. Non-SIOP members are likely teaching I-O at the undergraduate level. The survey also missed some critical SIOP members: academics using a non-university e-mail, adjunct instructors using a non-university e-mail address, or those opting out of the SIOP mailing list. Although the cover letter encouraged respondents to forward the survey link on to others, it is likely our sample missed some smaller programs where there are few I-O psychologists or non-SIOP member instructors.

The results suggest that there has been a largely independent and invisible community of programs and scholars working to make I-O available to undergraduates. Although we venture that many SIOP members could name a couple of schools that offer an I-O specialization or courses to undergraduates, we think it unlikely that members could come close to listing the 31 programs that reported a formal or informal concentration. Our profession has paid relatively little attention to undergraduate training, and most of us are unaware of the variety of programs that exist.

For programs, these results offer a beginning for discussion about the potential for offering undergraduate specializations where they do not exist. In some cases, the courses for a more focused concentration may already exist. In our survey, programs without concentrations offer an average of 4.6 I-O-related courses, and programs with concentrations offer an average of 6.4 I-O courses (with a range of 3 to 14). Interestingly, the number of majors was not related to the existence of an I-O specialization. Programs with concentrations had an average of 459 majors, programs without actually had more, with an average of 551, but this difference is not significant.

Our goal was to gain an understanding of how widespread undergraduate education in I-O is. Although we have a much better idea following this sur-

vey, the importance of this project lies in the benefits it can bring to undergrad I-O psychology instructors and their students. To that end, we request your help on a couple of items. First, we are recommending a working session be held at the 2007 SIOP conference in New York City or a future conference. Second, please forward your ideas and suggestions to us so they can be collected as part of the conversations on undergraduate I-O. We, as well as the SIOP E&T Committee, look forward to hearing your thoughts on I-O in the undergraduate curriculum. Please contact Jennifer Bott ([jpbott@bsu.edu](mailto:jpbott@bsu.edu)), Patrick Powaser ([Patrick\\_Powaser@oxy.com](mailto:Patrick_Powaser@oxy.com)) or Alice Stuhlmacher ([astuhlma@depaul.edu](mailto:astuhlma@depaul.edu)) with your comments or questions.

### Reference

Perlman, B., & McCann, L. I. (1999). The most frequently listed courses in the undergraduate psychology curriculum. *Teaching of Psychology*, 26, 177–182.



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## Call for Submissions to the 2007 APA Convention

Tahira M. Probst  
Washington State University-Vancouver

### Online Call for Submissions Open Until Friday, December 1, 2006

Calling all SIOP members! We want your submissions to the 2007 APA Convention to be held in fantastic San Francisco, CA, from Friday, August 17 to Monday, August 20. We hope the 2007 convention will see the best participation by Division 14 yet.

As you may recall, this year for the first time you were able to choose whether you wanted your SIOP conference submission to be considered for presentation at APA. If you selected that option and your submission is accepted for presentation at APA, we will be getting in touch with you in December, after the SIOP conference submission decisions are finalized. You do not need to resubmit your proposal again to APA.

If you did not submit anything to APA during the SIOP submission process, you can still participate in the APA convention! The SIOP program at APA will be created from your submissions of posters, symposia, tutorials, conversation hours, panel discussions, and other formats you wish to propose. Individual paper presentation submissions may be combined with other papers to form paper sessions on a common topic. Cross-cutting proposals from multiple divisions are especially encouraged to facilitate interaction between SIOP and other APA divisions.

For the complete Call for Proposals and guidelines for submission formats, visit the APA Convention Web site: [www.apa.org/convention](http://www.apa.org/convention). All submissions must be received online via the APA Web site by Friday, **December 1, 2006** to be considered for acceptance. Submissions will be considered from APA and/or SIOP members or from individuals sponsored by an APA or SIOP member.

Questions may be directed to the Division 14 Program Chair, Tahira Probst, at [probst@vancouver.wsu.edu](mailto:probst@vancouver.wsu.edu).

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## Call for Nominations for SIOP Fellowship

**George P. Hollenbeck**  
**Hollenbeck Associates**

**November 1, 2006** is the due date for nomination of SIOP Fellows.

Nominees for Fellowship must be SIOP Members or International Affiliates for no less than 2 years at the time of election, received their PhDs at least 10 years previously, and have made outstanding national or international level contributions to I-O psychology. Fellowship is recognition by one's peers of that contribution—Fellow nominees must be endorsed by at least 3 SIOP Fellows. Members do not nominate themselves; they must be nominated by another SIOP Member or Fellow who coordinates the gathering of the required nomination materials.

New 2007 Fellows will be announced at the annual SIOP conference in New York City, after the Fellowship Committee makes its recommendation to the SIOP Executive Committee. It is intended that SIOP Fellows come from all I-O areas and from all employment settings. APA (and SIOP) recognizes several bases for Fellowship: research, teaching, administration, professional service, and practice. The common criterion in every case is demonstrated outstanding contribution.

For detailed procedures for nominating SIOP Fellows, and for APA and APS fellowship, go to the SIOP Web site ([www.siop.org](http://www.siop.org)) and link to "Awards and Fellows" under Information. For additional information or clarification, contact George P. Hollenbeck, Chair, Fellowship Committee ([geoholl@livingston.net](mailto:geoholl@livingston.net)) or a member of the 2006–2007 Fellowship Committee: **David P. Campbell, Mike Campion, Michael Frese, Marilyn Gowing, Dick Jeanneret, Gary Johns, Lise Saari, Howard Weiss.**

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# **Call for Proposals for 2007 SIOP Small Grant Program**

**Joyce E. Bono**  
**University of Minnesota**

The purpose of the SIOP Small Grant Program is to:

- Provide tangible support from SIOP to its members for research-related activities
- Help guide research activities in areas of interest to both practitioners and academicians within SIOP
- Foster cooperation between academicians and practitioners by supporting research that has the potential to advance both knowledge and practice in applied areas of interest to all members of SIOP.

For 2007, the SIOP Foundation has agreed to award \$10,000 to this program in order to fund research grants. A subcommittee (of the Awards Committee) will review and administer the Small Grant Program. Given the specific objective of fostering cooperation between academicians and practitioners, this subcommittee consists of both academicians and practitioners.

## **General Procedures and Policies**

The overarching goal of the Small Grant Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a cooperative effort between academics and practitioners. In addition, the principal investigator of the project must be a SIOP Member or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP Member, preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

## **Guidelines for Proposal Budgets**

It is the explicit policy of the SIOP Small Grant Program that grant funds may not be used for overhead or indirect costs. In the committees' experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size, and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the chair of the Small Grants Subcommittee will provide additional documentation and evidence explicitly recognizing this policy.

The SIOP Small Grant award can be used in conjunction with other funding for a larger scale project. If this is the case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

### **Size of the Grants**

Currently \$10,000 is available. Although there is no minimum amount per grant proposal, the maximum award for any one grant is \$5,000.

### **Criteria for Selecting Award Winners**

Each grant proposal will be reviewed by both academic and practitioner members of the subcommittee. The following criteria will be used to evaluate each proposal:

- **Significance:** Does the proposal address an important problem relevant to both the academic and practitioner membership of SIOP? Will the proposal advance knowledge and practice in a given area?
- **Appropriateness of budget:** Is there clear justification and rationale for the expenditure of the award monies? Can the proposed work be accomplished with the funds requested or is there evidence that additional expenses will be covered by other sources of funding?
- **Research approach:** An assessment of the overall quality of the conceptual framework, design, methods, and planned analyses.
- **Innovation:** Does the proposed research employ novel concepts, approaches or methods? Does the proposal research have original and innovative aims?
- **Aimed at a wide audience:** The proposal should be clear, understandable, and communicable to a wide audience and have implications for all members of SIOP (academics and practitioners).
- **Realistic timeframe:** Likelihood that the project can be completed within 1 year of award date.
- **Academic–practitioner partnership:** Does the grant involve a partnership between an academic and a practitioner?

### **Deliverables**

All grant award recipients will be required to deliver a final report to the SIOP Small Grant Subcommittee and the SIOP Foundation Committee within 1 year of the date of the award. Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. It is strongly encouraged that the results of the research be submitted for presentation at the annual SIOP conference.

## Topic Areas of Interest

For this administration of the Small Grant Program, the subcommittee has decided to leave the topic areas open. Thus, any and all topics are welcome as long as they are consistent with the objectives listed above.

## Format of the Proposal

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following sections:

- Abstract
- Literature review and rationale for the project
- Method—including information about the sample, measures, data collection strategies, and, analytical strategies
- Implications for both academicians and practitioners
- Budget and justification for expenditures of the award

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double-spaced and use a 12-point font and 1 inch margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

All awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards with regard to the treatment of human subjects (e.g., institutional review board or signed statement that the research adhered to the accepted professional standards regarding the treatment of human subjects).

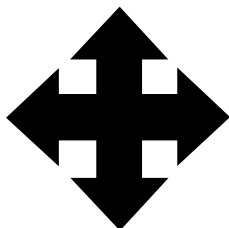
## Submission Deadlines and Procedure

Proposals should be submitted in electronic form no later than **February 2, 2007** at [www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx).

## Questions

Please direct all questions regarding the Small Grants Program to Awards Committee Chair Joyce E. Bono, [jbono@umn.edu](mailto:jbono@umn.edu).

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# **Funding to Support Research on Assessment Center Methods and Leader/Manager Development Now Available!**

## **Douglas W. Bray and Ann Howard Grant Call for Proposals**

**Joyce E. Bono**  
**University of Minnesota**

At the 2004 SIOP Conference, the SIOP Foundation announced a new award: the Douglas W. Bray and Ann Howard Grant. The grant is designed to support research on assessment center methods as well as research into the development of managers and leaders. The grant may focus on the assessment method (e.g., simulations and other techniques that rely on the observation of behavior), the content area of interest (e.g., managerial career advancement, leadership development), or preferably both.

### **General Procedures and Policies**

Proposals for this grant should describe how the research will have a significant impact on assessment center methods and/or the development of managers and leaders. The explicit policy of the Bray/Howard Program is that grant funds may not be used for overhead or indirect costs. In the committee's experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size (e.g., under \$10,000), and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the chair of the Bray/Howard Grant Committee will provide additional documentation and evidence explicitly recognizing this policy.

The Bray/Howard grant can be used in conjunction with other funding for a larger scale project. In this case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

### **Criteria for Selecting Award Winners**

The Bray/Howard Grant Subcommittee (appointed by the Awards Committee chair) will evaluate proposals based on the following criteria:

- Have a sound technical/scientific base
- Show innovation and excellence
- Advance the understanding of assessment center techniques, managerial or leadership development, or preferably both
- Use a longitudinal design where appropriate
- Be submitted by members of SIOP, including Student and International Affiliates
- Have a clearly defined project plan, defined deliverables, and budget.

## Size of the Grant

For 2007, the maximum size of the grant is \$10,000.

## Format of Proposals

The proposal must adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following:

- Abstract
- Literature review and rationale for the project
- Method (if applicable)—including information about the sample, measures, data collection strategies, and analytical strategies
- Implications of the findings or conclusions for research and practice
- Project plan, defined deliverables, and budget

Proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double-spaced and use a 12-point font and 1 inch margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

If the research involves human participants, all awarded authors must certify by signature or other methods that the research will be carried out in compliance with ethical standards concerning the treatment of human subjects (e.g., institutional review board or signed statement that the research will adhere to accepted professional standards regarding the treatment of human participants).

Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from the student's academic advisor.

## Deliverables

All grant award recipients will be required to deliver two copies of a final report to the SIOP office within 2 years of the date of the award. This report will be forwarded to the SIOP Foundation.

Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. Grant awardees will be encouraged to submit the results of their research for presentation at SIOP's annual conference.

## Submission Deadlines and Procedure

Proposals should be submitted in electronic form no later than **February 2, 2007** at [www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx).

Please direct all questions regarding the Bray/Howard Grant to Awards Committee Chair Joyce E. Bono, [jbono@umn.edu](mailto:jbono@umn.edu).

## **Funding to Support Research on Jobs Now Available!**

### **Sidney A. Fine Grant for Research on Job Analysis Call For Proposals**

**Joyce E. Bono  
University of Minnesota**

The SIOP Foundation is pleased to announce funding for the Sidney A. Fine Grant for Research on Job Analysis in 2007. This grant is for research on analytic strategies to study jobs and is designed to support research that will further the usefulness of analytic strategies to study jobs, especially as to the nature of job content and organizational structures in which work is performed. In this context, research may take many forms including, but not limited to, bibliographic, empirical, methodological, model development, and theoretical investigations.

#### **General Procedures and Policies**

The explicit policy of the Fine Program is that grant funds may not be used for overhead or indirect costs. In the committee's experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size (e.g., under \$10,000), and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the chair of the Fine Award Committee will provide additional documentation and evidence explicitly recognizing this policy.

The Fine grant can be used in conjunction with other funding for a larger scale project. In this case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

#### **Criteria for Selecting Award Winners**

The Fine Grant Subcommittee (appointed by the Awards Committee chair) will evaluate proposals based on the following criteria:

- Have a sound technical or scientific base
- Demonstrate innovation and excellence
- Have the potential for advancing our understanding of jobs and/or methods of analyzing jobs
- Be feasible and possible to complete within 2 years of the award date
- Be submitted by members of SIOP including Student and International Affiliates
- Have a clearly defined project plan, defined deliverables, and budget

## Size of the Grant

For 2007, the maximum size of the grant is \$7,500.

## Format of Proposals

The proposal must adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following:

- Abstract
- Literature review and rationale for the project
- Method (if applicable)—including information about the sample, measures, data collection strategies, and analytical strategies
- Implications of the findings or conclusions for research and practice
- Project plan, defined deliverables, and budget

Proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double-spaced and use a 12-point font and 1 inch margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

If the research involves human participants, all awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards concerning the treatment of human subjects (e.g., institutional review board or signed statement that the research will adhere to accepted professional standards regarding the treatment of human participants).

Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from the student's academic advisor.

## Deliverables

All award recipients will be required to deliver two copies of a final report to the SIOP office within 2 years of the date of the award. This report will be forwarded to the SIOP Foundation.

Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. Grant awardees will be encouraged to submit the results of their research for presentation at SIOP's annual conference.

## Submission Deadlines and Procedure

Proposals should be submitted in electronic form no later than **February 2, 2007** at [www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx).

Please direct all questions regarding the Fine Grant to Awards Committee Chair Joyce E. Bono, [jbono@umn.edu](mailto:jbono@umn.edu).

**Graduate Student Scholarships**  
**Lee Hakel Graduate Student Scholarship**  
**Mary L. Tenopyr Graduate Student Scholarship**  
**Call for Applications**

**Joyce E. Bono**  
**University of Minnesota**

The goals and objectives of the SIOP Graduate Student Scholarship are:

- To recognize achievement of a graduate student
- To support the research of graduate students pursuing doctoral study in industrial-organizational psychology

**Description of Activities**

The Graduate Student Scholarship recognizes achievement in a graduate career and is intended to assist doctoral students in the field of industrial and organizational psychology with the costs of carrying out their dissertation work. The award will be distributed to the student in a single payment and may be used for graduate school expenses (without additional restriction). The student will have two options regarding the award stipend: (a) to receive the stipend directly; or (b) to have the stipend placed in a “professional development” account at the recipient’s university, contingent upon the regulations and policies of the recipient’s university. The award recipient will be liable for any tax payments associated with the stipend.

**Description and Size of Award**

For the upcoming year (2007), four scholarships will be awarded.

- The highest ranked student will receive the Lee Hakel Graduate Student Scholarship; \$3,500
- The second highest ranked student will receive the Mary L. Tenopyr Graduate Student Scholarship; \$3,000
- Two additional scholarships will be awarded at \$3,000 each

**Selection of Recipients and Administration of Award**

The SIOP Awards chair will appoint a Graduate Student Scholarship Subcommittee consisting of at least four members who are not members of the SIOP Foundation Board. This subcommittee will be responsible for evaluating the eligibility of applicants, the quality of applications, and making recommendations to the SIOP Executive Committee about award of the scholarship. The committee reserves the right to recommend that the scholarship be withheld if a suitable candidate does not apply. SIOP will disburse the scholarships within 30 days after recipients are selected.

## Application Deadline

The deadline for completed applications will be **February 2, 2007**. Scholarship recipients will be announced at the SIOP annual conference in New York City.

## Eligibility

- Applicants must be enrolled full time and be in good standing in a doctoral program in industrial-organizational psychology or a closely related field (e.g., organizational behavior) at a regionally accredited university or college. Eligibility is not limited to students in programs located in the USA.
- Applicants must be Student Affiliates of SIOP. Students who are not Affiliates should apply for membership before submitting materials for the Graduate Student Scholarship Award. The SIOP Student Affiliate membership form is available on the SIOP Web site at [www.siop.org/pdfforms/studentaffdefault.aspx](http://www.siop.org/pdfforms/studentaffdefault.aspx).
- Applicants must have a plan for their dissertation, which has been approved by their dissertation advisor/chair.
- Each program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for a scholarship, the program must perform an initial screening and endorse only one applicant. If multiple distinct programs reside at an institution (e.g., an I-O program in the psychology department and a separate organizational behavior program in the business school), each program may endorse one student.
- Applicants who have already defended their dissertations are not eligible to apply for these funds.
- Applicants must not have previously received a SIOP Graduate Student Scholarship.

## Application Procedure

The Graduate Student Scholarship Subcommittee of the Awards Committee will examine all applications for eligibility.

- Application form, which is available on the SIOP Web site.
- 12-page maximum summary of the dissertation research, including an explanation of research design and other important aspects of the project. NOTE: Figures or tables may be included only if they can be incorporated into the **twelve (12) page limit**. A list of references should be included with the summary; references will not be included in the 12-page maximum. Summaries should be double-spaced, 12 point font, with 1" margins.

- 2-page maximum curriculum vitae including scientific publications and presentations.
- A letter from the advisor indicating that the dissertation plan has been approved.
- A letter of endorsement from the chair or director of the program in which the applicant is enrolled.

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

### **Criteria for Judging Proposals**

Proposals will be evaluated with respect to the following criteria:

- Clearly expressed understanding of the field of inquiry
- Ability of the research design to provide meaningful answers to questions posed by the researcher
- Potential of the proposed study to make significant theoretical and application contributions to the field of industrial-organizational psychology

### **Deliverable**

One year after the scholarship is awarded, each recipient will be asked to provide the SIOP Awards Committee chair with a one-page report summarizing the research that was conducted under the auspices of the award. The report should be cosigned by the student's advisor or dissertation chair.

### **Submission Deadlines and Procedure**

Applications should be submitted in electronic form no later than **February 2, 2007** at [www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx).

Please direct all questions regarding the Graduate Student Scholarships to Awards Committee Chair Joyce E. Bono at [jbono@umn.edu](mailto:jbono@umn.edu).



JOHN P. GOLDEN, Ed.D.

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**New Graduate Student Fellowship**  
**Leslie W. Joyce and Paul W. Thayer**  
**Graduate Fellowship in I-O Psychology**  
**Call For Applications**

**Joyce E. Bono**  
**University of Minnesota**

The SIOP Foundation is pleased to announce funding for a new graduate student fellowship, which recognizes the mentoring relationship existing between Dr. Leslie Joyce and Dr. Paul Thayer, both during graduate school and during Dr. Joyce's subsequent career. The Joyce and Thayer Fellowship is designed to provide financial support to a doctoral student in I-O psychology who is specializing in training and development and/or selection and placement. The fellowship provides an annual award of \$10,000 (from start of academic year through the following summer). Eligible recipients may reapply for a second year of funding.

**Eligibility**

Recipients of the Lee Hakel, Mary L. Tenopyr, or student scholarships are not eligible for the Joyce and Thayer Fellowship.

Each I-O program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for the fellowship, the program must perform an initial screening and endorse only one applicant.

Nominees meet the following eligibility requirements:

- PhD student in I-O psychology
- Specializing in training and development or selection and placement
- Should be committed to a practitioner career as evidenced by work experience and/or a statement of career goals
- Should have some experience in an applied setting relevant to I-O psychology

**Evaluation Criteria**

The Joyce and Thayer Fellowship Committee (appointed by the Award Committee chair), will select one fellow based on:

- The quality of the undergraduate or graduate record, including appropriateness of coursework to specialization in training and development and/or selection and placement
- The quality of the master's thesis or research summary, both scientifically and practically
- The clarity and realism of the statement of goals and aspirations

- Relevance of any applied experience to career specialization
- Appropriateness of faculty recommendations

### **Size of the Award**

For 2007, the fellowship will be \$10,000.

### **Required Documentation**

Nominees for the Joyce and Thayer Fellowship must submit:

- An official copy of undergraduate and graduate transcripts
- A statement of graduate program goals and career aspirations
- A summary of the nominee's master's thesis or summary of other completed research not to exceed **10 pages** (12 point font, 1" margins, double spaced); the proposal must adhere to accepted formatting guidelines (e.g., APA guidelines)
- Resumé that includes work assignments, paid or unpaid, related to I-O psychology
- Letters of recommendation (at least 1 and not more than 3) from graduate faculty
- Letter of endorsement from the university (or department, or I-O area)

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

### **Submission Deadlines and Procedure**

Applications should be submitted in electronic form no later than **February 2, 2007** at <http://www.siop.org/awardsonline/main.aspx>.

Please direct all questions regarding the Joyce and Thayer Fellowship to Awards Committee Chair Joyce E. Bono, [jbono@umn.edu](mailto:jbono@umn.edu).

# **New Raymond A. Katzell Media Award in I-O Psychology Call For Nominations**

**Joyce E. Bono**  
**University of Minnesota**

The Raymond A. Katzell Media Award in I-O Psychology is designed to recognize evidence-based news, feature stories, and editorials that advance both the science and practice of I-O psychology, in any medium. This is a new award and all SIOP members are asked to nominate members of the media for this award!

Recipients of the Katzell Media Award will receive \$3,000 and will be invited to attend the SIOP annual conference in New York City in 2007 to receive the award and make a presentation. Up to \$1,000 will be awarded for travel expenses to the annual conference.

## **Eligibility**

Those eligible for the award include science or business writers, reporters, television writers, directors, and producers, and other members of the media.

## **Evaluation Criteria**

The Katzell Media Award Committee will select one member of the media for this award based on a publication meeting the following criteria:

- Has more than a local distribution
- Is well executed
- Features I-O psychology research or practices a sound scientific and technical basis

## **Size of the Award**

For 2007, the award will be \$3,000 plus up to \$1,000 for travel to New York City for the annual conference.

## **Required Documentation**

Nominations for the Katzell Media Award must include:

- Copy of the publication
- Name of the member of the media being honored (e.g., writer, director or producer)

## **Submission Deadlines and Procedure**

Nominations must be submitted electronically no later than **February 2, 2007** at [www.siop.org/awardsonline/main.aspx](http://www.siop.org/awardsonline/main.aspx).

Publications submitted electronically must be in the form of either a Word document or a .pdf file. For multimedia publications (e.g., video), where video or audio copy is available through the Internet, the Web site where the publication can be viewed should be submitted with the nomination. In cases where multimedia publications are not accessible through the Internet, nominees should submit **eight** copies of a DVD containing the publication to the SIOP office.

SIOP Administrative Office  
PO Box 87  
520 Ordway Avenue  
Bowling Green, OH 43402

Please direct all questions regarding the Katzell Media Award to Awards Committee Chair Joyce E. Bono, [jbono@umn.edu](mailto:jbono@umn.edu).

## **SIOP Fall Consortium 2006**

### **Talent Attraction, Development, and Retention: The Leading Edge**



**October 27-28, 2006  
Charlotte Marriott Southpark  
Charlotte, NC**

#### **Keynote Speakers:**

**Robert Eichinger**, CEO of the Lominger Limited, Inc.

**Leslie Joyce**, vice-president and chief learning officer at  
Home Depot in Atlanta

**Bill Macey**, CEO of Valtera Corporation

**Visit <http://www.siop.org/lec/default.aspx>  
for information and registration.**

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**Joyce E. Bono  
University of Minnesota**

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Home Depot in Atlanta

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## Notice of External Awards: Winner and Nominations

**Annette Towler**

**Chair of the External Awards Subcommittee**

### **Award Winner**

**Gary Latham**, Secretary of State Professor of Organizational Behavior at the University of Toronto's Rotman School of Management, is the recipient of the 2006 Michael R. Losey Human Resource Research Award. Latham received the honor in June from the Society for Human Resource Management (SHRM) at its annual conference in Washington DC. The Losey Award recognizes human resource researchers and professionals whose work significantly advances the field of human resource management. The honor includes \$50,000 as recognition for Latham's contributions and research accomplishments, which may help to facilitate future research projects.

Latham is the third SIOP member to receive the Losey Award. Previously, **Edward Lawler III** of the University of Southern California and **Frank Schmidt** of the University of Iowa were presented the prestigious honor in 2002 and 2005 respectively.

### **Nominations**

The External Awards subcommittee encourages you to consider nominating a SIOP member for forthcoming awards. Our role is to aid in the process. We are available to help coordinate the materials needed for each award and can submit the nomination on your behalf, as requested. Please take a moment to review these upcoming awards and think about who you might nominate. We also encourage you to call us with names of individuals who you think should be nominated for awards, even if you are not able to make the nomination yourself. For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler (towler@iit.edu).

### ***American Psychological Foundation Charles L. Brewer Distinguished Teaching of Psychology Award***

The American Psychological Foundation (APF) invites nominations for the APF 2007 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, \$2,000, and a 2-night, 3-day, all-expense-paid trip to the 2007 American Psychological Association (APA) Convention in San Francisco, CA, where the award will be presented, and they will be invited to give a special address.

Nominees must demonstrate:

- Exemplary performance as a classroom teacher;
- Development of innovative curricula and courses;

- Development of effective teaching methods and/or materials;
- Teaching of advanced research methods and practice in psychology; and/or,
- Administrative facilitation of teaching;
- Research on teaching;
- Training of teachers of psychology;
- Evidence of influence as a teacher of students who become psychologists.

*Nomination Process.* Nominations should include an APF nomination form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, brochures, books, or magazines. All materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of materials is **December 1, 2006**. Nomination forms can be found at <http://www.apa.org/apf/Teaching.nom.guideline.pdf>.

Completed nomination packets should be e-mailed to [foundation@apa.org](mailto:foundation@apa.org) or mailed to American Psychological Foundation, Distinguished Teaching Awards, 750 First Street, NE, Washington, DC, 20002-4242.

Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814.

### ***Gold Medal Awards American Psychological Foundation***

The American Psychological Foundation (APF) invites nominations for the APF 2007 Gold Medal Awards. The awards include a mounted medallion, \$2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to attend the 2007 American Psychological Association (APA) Convention in San Francisco, CA, for 2 nights and 3 days. (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed.)

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.

- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

*Nomination Process.* Nominations should indicate the specific award for which the individual is being nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award. There is no formal nomination form. The nominee's current vita and bibliography should be attached. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines. All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of nomination materials is **December 1, 2006**. Please e-mail materials to [Foundation@apa.org](mailto:Foundation@apa.org) or mail to American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814.

Please nominate a SIOP member today and let the External Awards Committee know if they can be of assistance!

### **SIOP Members Who Have Received APA Awards**

#### ***Award for Distinguished Professional Contributions***

1976	John C. Flanagan	1991	Joseph D. Matarazzo
1980	Douglas W. Bray	1992	Harry Levinson
1989	Florence Kaslow		

#### ***Award for Distinguished Scientific Contributions to Psychology***

1957	Carl I. Hovland	1972	Edwin E. Ghiselli
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#### ***Distinguished Scientific Award for the Applications of Psychology***

1980	Edwin A. Fleishman	1994	John E. Hunter & Frank Schmidt
1983	Donald E. Super		
1987	Robert Glaser	2005	John Campbell

#### ***Distinguished Scientific Award for an Early Career Contribution to Psychology***

1989	Ruth Kanfer	2005	Frederick Morgeson
1994	Cheri Ostroff		

*Award for Distinguished Contributions to the  
International Advancement of Psychology*

1994	Harry C. Triandis	1999	Edwin A. Fleishman
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**SIOP Members Who Have Received APF Awards**

*Gold Medal Award for Life Achievement  
in the Application of Psychology*

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	2004	Edwin A. Fleishman

**SIOP Members Who Have Received APS Awards**

*James McKeen Cattell Fellow Award*

1993	Edwin A. Fleishman, Robert Glaser, & Donald E. Super
1998	Harry C. Triandis
1999	Fred E. Fiedler & Robert J. Sternberg
2000	Robert M. Guion
2005	Edwin Locke



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## **APA's Task Force to Revise the Model Licensing Act**

**Judith Blanton**

SIOP members Judith Blanton and **Vicki Vandaveer** will be serving on APA's newly created Task Force to Revise the Model Licensing Act. This group is charged with providing the Council of Representatives with an initial draft of a revised APA Model Act (to ultimately be approved by Council). This document is designed to be used by states and provinces as they revise current licensing laws and regulations. Judy and Vicki's nominations are notable in that they were nominated by a group of divisions including SIOP and Divisions 5, 13, 19 and 21. The first meeting of the Task Force is in October. SIOP members who have ideas or concerns in this area should contact them at [jblanton@rhrinternational.com](mailto:jblanton@rhrinternational.com) and/or [v3@vandaveer-group.com](mailto:v3@vandaveer-group.com).



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# Join Us in New York for SIOP's 22nd Annual Conference!

**Tammy D. Allen and Douglas Pugh**

By the time you read this article, the review process for the 2007 annual conference will be underway. We wanted to share a few of the highlights that are already in the works.

## **Featured Posters**

The featured poster session was a hit last year. We will once again showcase the top 20 rated posters at the Friday evening all-conference reception. Come view some of the best submissions to the conference while sipping drinks in a relaxed atmosphere with the presenters.

## **Featured Practice Forum**

This year we will recognize the best practice forum submitted to the conference. This session will be highlighted in the printed program. Be sure to look for it.

## **New SIOP Awards**

SIOP will this year award the first Raymond A. Katzell Media Award in I-O Psychology. **Dr. Mildred E. Katzell** (Kitty) has honored the memory of her husband and colleague by donating funds to establish this award, which will recognize members of the media, such as science writers, reporters, television writers, directors, and producers, who have publicized good I-O science and practice in public media.

SIOP will also recognize a poster or symposium paper presented at the conference that represents an outstanding example of scholarship addressing issues facing lesbian/gay/bisexual/transgender individuals in the workplace.

## **Sunday Theme: Globalization**

You won't want to miss Sunday morning at the conference this year! This year's Sunday Sessions will focus on the topic of globalization. As countries become increasingly connected through trade, technological advancements, social interactions, and cultural influences, the topic of globalization has never been more important. We are planning several invited sessions on this topic including an expert panel discussion featuring researchers and practitioners. Given that we will change to a 3-day Thursday through Saturday conference format in 2008, this will be your last chance to enjoy Sunday morning conference sessions!

## Yet Another Super Set of Sunday Seminars!

The Sunday Seminars are back for their 8th year. Sunday Seminars, which are scheduled for Sunday morning, are invited sessions on cutting-edge topics that require advance registration and an additional fee. Please see **Steven Rogelberg's** article in this issue for a description of the great topics and speakers for this year.

### Some Additional Notes About the New York Conference

The 2007 conference will be held at the New York Marriott Marquis in the heart of Times Square. Broadway theaters, restaurants, and attractions including Radio City Music Hall and Rockefeller Center are all within walking distance. If you plan on attending the theater, the TKTS booth, where you can get half-price theater tickets, is right beside the hotel!

As a final note, this year we will continue to have **LCD projectors in every room!** In order to use this equipment, you will be required to bring your own laptop. We also highly recommend that you load the presentations onto one computer before the sessions begin. In addition, in case technology throws you a curve ball, be sure to bring overheads as a backup. Overhead projectors will be available in every room.

See you in New York!

## Changing your Address?



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### **SIOP Administrative Office**

520 Ordway Avenue, Bowling Green OH 43402

e-mail: [SIOP@SIOP.org](mailto:SIOP@SIOP.org)

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## **Preconference Workshops for SIOP 2007: A Show-Stopping Line-Up in the Big Apple!**

**Joan Brannick**

**Brannick Human Resource Connections**

Mark your calendars for April 26, 2007, to attend our specially selected preconference workshops for SIOP at the Marriott Marquis Hotel in New York! The Workshop Committee has been working intensely to bring you information and insights on the most pressing issues affecting our discipline. Thanks to the generous feedback from many of you, we have prepared an exceptional line-up of speakers and topics to provide you with invaluable professional development opportunities.

Here's a peek at some of the titles for the 2007 workshops and the extraordinary line-up of experts that will lead them:

**Building Legal Defensibility Into Your HR Processes;** R. Lawrence Ashe, Jr., Esq., Ashe, Rafuse & Hill, LLC; Kathleen K. Lundquist, Applied Psychological Techniques. Coordinator: John Howes, Nike.

**Managing in the Middle Kingdom: Using Culturally Informed I-O Psychology Practices in China;** Donald D. Davis, Old Dominion University; Kaiguang (Carl) Liang, C&D Management Consulting Co., Ltd.; Ying (LeeAnn) Liu, Renmin University. Coordinator: Rob Schmieder, Schmieder & Associates.

**Creating and Implementing Effective Healthy Workplace Initiatives;** Anna Erickson, Questar Organizational Insights Group. Coordinator: Barbara Fritzsche, University of Central Florida.

**The Making of a Coach;** Michael H. Frisch, Executive Coach/iCoach NewYork; Bob Lee, Executive Coach/iCoachNewYork. Coordinator: Debra Drenth Setzer, Franklin Templeton.

**Are We Ready? Strategic Human Resource Management and the Maturing Workforce;** Jerry W. Hedge, Organizational Solutions Group; Janet Barnes-Farrell, University of Connecticut; Walter C. Borman, Personnel Decisions Research Institutes, Inc. Coordinator: Sara Weiner, IBM.

**Leading a Thriving Consulting Practice: Building the Foundation, Operating Practicalities, Clients and Their Needs.** Tim Irwin, Irwin Inc.; Adam Ortiz, Executive Development Consulting. Coordinator: Shane Douthitt, Bank of America.

**The State of the Art in Personality Assessment;** Lawrence James, Georgia Institute of Technology; Jose Cortina, George Mason University. Coordinator: Rose Mueller-Hanson, PDRI.

**Get to the Point! Presenting Survey Research Data for Maximum Impact;** Sarah Johnson, Genesee Survey Services, Inc.; Kris Fenlason, Data Recognition Corp. Coordinator: Deb Whetzel, Work Skills First.

**An Update on the Science and Practice of I-O Psychology**; Frank Landy, Landy Litigation Support Group; Jeff Conte, San Diego State University. Coordinator: Bill Strickland, HumRRO.

**Ethics Matters: Part I : Laying the Foundation for the Ethical Practice of Psychology in Organizations**; Rodney L. Lowman, Office of the Provost; Alliant International University; Vicki V. Vandaveer, The Vandaveer Group, Inc. Coordinator: Peter Bachiochi, Eastern Connecticut State University. *(AM only)*

**Ethics Matters II: Dealing Effectively With Advanced Topics and Your Own Cases in the Ethical Practice of Psychology in Organizations**; Rodney L. Lowman, Office of the Provost; Alliant International University; Vicki V. Vandaveer, The Vandaveer Group, Inc. Coordinator: Peter Bachiochi, Eastern Connecticut State University. *(PM only)*

**Early Identification and Development of Senior Leadership Talent: The Secret Insider's Guide**; David B. Peterson, Personnel Decisions International; Paul Erdahl, Medtronic, Inc. Coordinator: Robin Cohen, Bristol Meyers Squibb.

**Using Performance Measurement to Improve Organizational Performance**; Robert Pritchard, University of Central Florida; Gary Latham, University of Toronto; Coordinator: Bill Sipe, Mercer Human Resource Consulting.

**Fits About Fit: Can You Have Too Much Of A Good Thing? Should You Do Anything About It?**, Benjamin Schneider, Valtera; Nancy Tippins, Valtera; Scott Young, Valtera. Coordinator: Tom Giberson, Oakland University.

**Talent Management: The Promise And Paradox Of Potential**; Paul Yost, Microsoft Corporation; Morgan McCall, University of Southern California. Coordinator: Kate Suckow Zimberg, Microsoft.

... and there may be more, but remember that you get to choose only two! And to help you decide, you will find descriptions of the workshops and short biographical sketches for the presenters in the preconference announcement booklet and on the SIOP Web site during registration in January.

All of us at SIOP are very fortunate to have the opportunity to share the knowledge and insight that these prominent and dedicated professionals bring to our preconference workshops. Be a part of this remarkable experience: Plan to be at the preconference workshops in New York, April 26, 2007! Watch out for online registration starting in January because these will be standing room only!

The 2006–2007 Workshop Committee consists of:

**Peter Bachiochi**

**Joan Brannick, Chair**

**Robin Cohen**

**Shane Douthitt**

**Barbara Fritzsche**

**Tom Giberson**

**Joan Gutkowski**

**John Howes**

**Rose Mueller-Hanson**

**Rob Schmieder**

**Debra Drenth Setzer**

**Bill Sipe**

**Suzanne Tsacoumis, Chair-in-Training**

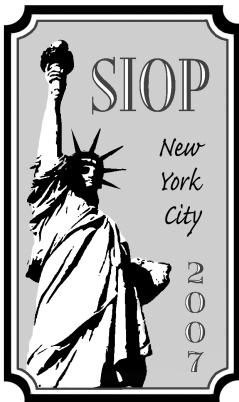
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**SIOP's Second Annual Junior Faculty Consortium**  
**Thursday, April 26, 2007**

**Wendy Becker**  
**University at Albany**

**Joyce Bono**  
**University of Minnesota**

**Jim Farr**  
**Pennsylvania State University**

The Society for Industrial and Organizational Psychology will present the Second Annual Junior Faculty Consortium on Thursday, April 26, 2007 at the Marriott Marquis Hotel in New York City. The consortium will provide a forum for discussion of topics of mutual interest to junior faculty, such as effective teaching strategies, starting and maintaining an independent stream of research, and the tenure process. Panel sessions will encourage lively discussion and allow time for informal interaction among participants.

Our vision for this session is to build a social network for junior industrial and organizational psychologists in academic settings during the early career years. The consortium is designed for pre-tenure faculty. Faculty from psychology departments, business schools, research, and teaching institutions are invited to attend. Those just starting in new positions are welcome.

Please sign up for the 2007 Junior Faculty Consortium using the online SIOP conference registration process: <http://www.siop.org/Conferences/>.

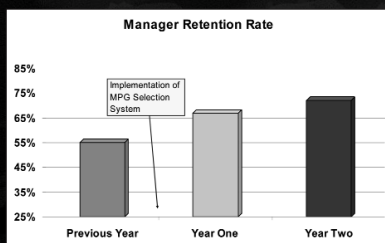
Seating will be limited to the first 40 to register. There will be a nominal charge for each participant; this fee will help defray costs for the luncheon, snacks, and beverages. For more information, please contact Wendy Becker at [w.becker@albany.edu](mailto:w.becker@albany.edu), Jim Farr at [j5f@psu.edu](mailto:j5f@psu.edu), or Joyce Bono at [jbono@umn.edu](mailto:jbono@umn.edu).

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We developed a selection system for a large restaurant chain which contributed to a 27% decrease in managerial turnover in a two year period. This amounted to a savings of \$15,000,000.

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## SIOP 2007 Sunday Seminars

Steven G. Rogelberg  
University of North Carolina Charlotte

On behalf of the Sunday Seminars Committee (**Melissa Gruys, John Kello, Kyle Lundby, Lisa Penney**), I am pleased to announce the topics and expert presenters for the four Sunday Seminars that will be offered at the SIOP 2007 conference in New York City.

The Sunday Seminars are designed to provide longer, in-depth explorations of cutting-edge research topics and methodological issues from a scholarly perspective. Additional information regarding these sessions will be available in the January *TIP*.

If you have any questions, please contact me at [sgrogeb@email.uncc.edu](mailto:sgrogeb@email.uncc.edu).

### Topics and Presenters

***Evolutionary Theory, Behavioral Genetics, and Leadership Development:*** **Richard Arvey**, University of Minnesota, and **Stephen M. Colarelli**, Central Michigan University.

***Cutting Edge Qualitative Research Techniques: An Opening of New Doors to I-O Psychologists:*** **Clifton W. Scott**, University of North Carolina Charlotte.

***Journal Editing: An Opening of the Black Box:*** **Herman Aguinis**, University of Colorado at Denver and Health Sciences Center; **Yehuda Baruch**, University of East Anglia; **Alison M. Konrad**, University of Western Ontario; **William H. Starbuck**, University of Oregon; **Wayne F. Cascio**, University of Colorado at Denver and Health Sciences Center; **Angelo S. DeNisi**, Tulane University; **Dov Eden**, Tel Aviv University; **John R. Hollenbeck**, Michigan State University; **Ann Marie Ryan**, Michigan State University; **Theresa M. Welbourne**, University of Michigan; and **Sheldon Zedeck**, University of California-Berkeley.

***One Cup of High Performance Climate, Spice With Engagement, and Stir: Using Linkage Research to Bake Organizational Change:*** **Scott Brooks**, Gantz Wiley Research.



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## **22nd Annual Lee Hake Industrial-Organizational Psychology Doctoral Consortium**

**John Hunthausen**  
**Microsoft Corporation**

**Kenneth Yusko**  
**Marymount University**

The 22nd Annual Lee Hake Industrial-Organizational Psychology Doctoral Consortium will be held Thursday, April 26, 2007 in New York at the Marriott Marquis Hotel. As is tradition, the doctoral consortium will precede the annual SIOP conference, which begins on April 27 and runs through April 29. The consortium will include an impressive lineup of speakers chosen for their outstanding contributions to the field. The speakers will include practitioners and academics with unique perspectives on the opportunities and challenges faced by I-O psychologists today.

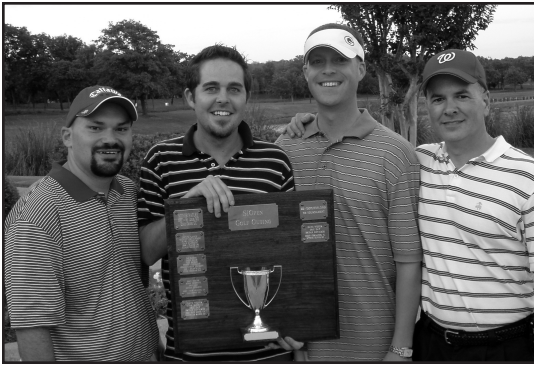
In December 2006, each doctoral program will be sent registration materials for the consortium. Enrollment will be limited to one student per program, up to a maximum of 40 participants. We encourage faculty to make student nominations as soon as registration materials arrive because students are enrolled in the order that completed applications are received. The fee for participants is approximately \$60.

The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia. If you need additional information, please contact Kenneth Yusko at [yuskogroup@aol.com](mailto:yuskogroup@aol.com) or (703) 284-5945. We look forward to another successful doctoral consortium in 2007!

## 2006 SIOPen

**Dan Sachau**  
**Minnesota State University**

Tour 18 Golf Club was the site of the 2006 SIOPen. Eight-four players competed for the coveted Hugo Cup. The winner of the Cup, with low net score of 50! was team It's Alright Ma', I'm Only Putting, comprised of **Alexander Alonso, Daniel Whitman, David Van Rooy, and David Baker**. Low gross honors went to Virginia Tech's team: **John Donovan, Tanner Bateman, and Thomas Dallam**. **Michael Lesser** hit a monster drive (378 yards) to win the long drive contest. **John Zehr** was closest to the hole on #9. **Ken Pearlman** was closest on #17. Thanks to the folks at Tour 18 who helped organize the event. The SIOPen moves to New York next year. See you there.



2006 SIOPen Winners! (left to right) Alexander Alonso, Daniel Whitman, David Van Rooy, and David Baker.



**Tim Patton**



**Lance Andrews** takes aim at the island green.



**Brian Dishman, Mike Rossi, and Matt Tuttle.**

### **Clif Boutelle**

Visibility for I-O psychology and its researchers is a continuing goal that has resulted in progress during recent years as more and more SIOP members are serving as resources to reporters writing workplace-related stories in the nation's media.

The Administrative Office in Bowling Green is able to match some reporters' requests with SIOP members' expertise, and an increasing number of reporters are turning to Media Resources, which is found on the SIOP Web site. Media Resources has more than 100 different workplace topics and 2,000 SIOP members who are willing to provide information for reporters' stories. Also, some reporters have added SIOP members' they have interviewed to their Rolodexes to use as repeat contacts.

All of this activity helps to promote the field of I-O and to make its practitioners and researchers better known to the media and their readers, many of them business leaders.

Following are some of the press mentions that have occurred in the months just prior to the deadline for this issue of *TIP*.

**Todd Harris** of PI Worldwide in Wellesley, MA, contributed to a June 28 Associated Press story about how managers can retain baby boomer employees, many of whom are approaching retirement. The story appeared in newspapers across the country including the *Boston Globe*, *Philadelphia Inquirer*, *Pittsburgh Post-Gazette*, and *Chicago Tribune*. Harris urged employers to consider creating flexible work schedules to retain boomers. Employers would be making a "colossal" mistake in allowing people with 30 or 35 years of experience to leave without making some accommodations so they can still contribute, he said.

Harris also appeared on a July 16 Comcast cable show discussing how organizations can attract and retain older workers. The show was broadcast on channels throughout New England.

The World Cup soccer games produced several stories on workers taking breaks to watch the games or follow them on their computers. **Steven Rogelberg** of the University of North Carolina at Charlotte was quoted in a June 21 *Forbes Magazine* story on the subject. One of his suggestions: Savvy managers could mitigate any productivity effects by adopting flexible work schedules.

**Ben Dattner** of Dattner Consulting in New York and Scott Erstad of Development Dimensions International in Pittsburgh contributed to a story on measuring hiring managers' success rates in the June issue of *HR Magazine*. The need to identify managers who can pick winning employees will intensify as competition for talent heats up, Dattner noted. "Not following the trail back to the hiring manager doesn't make sense. It's like running a mutual fund and not being able to learn who picked the best stocks," he said. Dat-

tner also provided a 10-step self-assessment tool for hiring managers. Erstad said the stakes are high for hiring the right people. "When you make an (unsuccessful) hire, especially in managerial, sales or other jobs with customer contact, you can lose millions in revenues," he said.

For a June 8 *Washington Post* story on the growing use by companies of standardized testing to learn more about potential employees, **Paul Hanges** of the University of Maryland offered some thoughts. Tests may help remove subjective bias from the interview process as well as do a better job of pinpointing promising hires. "A typical interview where you think of questions at the last minute, or ask them without understanding the demands of the job, doesn't help you identify who has potential. Otherwise you could be confirming your own biases," he noted.

**David Hyatt** of CorVirtus in Colorado Springs was quoted in the spring issue of *Chain Leader*, a restaurant trade publication. He pointed out the benefits of employee surveys to reducing workplace turnover and increasing the level of employee performance. He also contributed to a May 5 *Houston Business Journal* story about customer loyalty, noting that restaurants can create great customer experiences by keeping promises to both employees and customers. Also, in the June 12 *Nation's Restaurant News*, Hyatt was featured in a story about the need for growing companies to keep their focus on core values and goals while growing. "When founders of companies get caught up in the day-to-day details of growing a business, their attention to the reasons they started their business in the first place could fall by the wayside," Hyatt warned.

Media in England picked up on research by **David Zweig** of the University of Toronto and colleagues about knowledge-hiding in the workplace. The June 7 *London Times* and the June 11 *Mail on Sunday* carried stories about the research, which was presented at the SIOP conference in May. Their findings showed that many workers are reluctant to share knowledge and ideas with their supervisors and fellow workers. The reasons, says Zweig, include the company not promoting an open culture that encourages staff to communicate freely, employees feeling that an injustice has been done to them, a sense of superiority from knowing something that others do not and because there is no incentive to share information.

**Kevin Murphy** of Pennsylvania State University was quoted in several May and June stories that appeared in newspapers on both sides of the Atlantic. The occasion was the launching of the new International Center for the Study of Terrorism, which is headquartered at Penn State and directed by Murphy. The ICST brings together researchers from several countries to investigate the root causes of terrorism, understand its long-term effects on society, and identify new ways of safeguarding individuals, organizations, and communities. "Our goal is to turn this knowledge into action," he said.

On June 19, **Robert Hogan** of Hogan Assessments in Tulsa, OK and Ben Dattner of Dattner Consulting in New York City appeared on New York Pub-

lic Radio to discuss employers' use of personality tests. They discussed the growing popularity of testing and what they tell employers about prospective workers. They also said there are many different kinds of tests and warned employers to be selective about the tests they use and to be sure they can be validated and offer sound information.

Dattner also contributed to a June 4 *New York Newsday* story about narcissistic bosses. When working with a self-promoting boss, he suggested workers "bite the bullet and allow a supervisor to take credit for their ideas. Such sacrifice may eventually accrue to your benefit because the boss comes to rely upon you." He added that employees should reinforce positive behavior, set limits, not take the bait or sink to the level of their bosses, and stay rational."

A May story on effective office meetings by the Associated Press included comments by **Theodore Rosen** of George Washington University. The story appeared in several newspapers including the *Los Angeles Times*, *Dallas Morning News*, and *Orlando Sentinel*. For meetings over the phone or videoconference, he said it was important that the meeting leader involves everyone in each discussion and decision. He suggested that when a team will be working together long term, gathering everyone in person early builds trust. He acknowledged it could be expensive if the team is widely scattered but "greater trust often yields greater results for the company."

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at [siop@siop.org](mailto:siop@siop.org) or fax to 419-352-2645, or mail to SIOP at PO Box 87, Bowling Green, OH 43402.

## **Announcing New SIOP Members**

**Miguel Quinones**  
**Southern Methodist University**

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of August 21, 2006.

William Beusse  
Self-employed  
Annapolis MD  
beusse@comcast.net

Malcolm Davies  
Learning at Work  
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Petach Tikva Israel  
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scott@scottbublitz.com

Scott Finlinson  
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Rowlett TX  
scott@FinnERGY.com

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pbuck@servicemanagement.com

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cardello@synopsys.com

Arthur Giacalone  
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tasa@mcmaster.ca

Angela Travagline  
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Philadelphia PA  
angelatrav@comcast.net

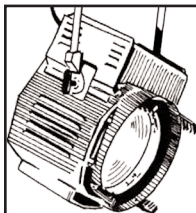
Hetty Van Emmerik  
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Worldwide, Inc.  
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matt.valenti@starwoodhotels.com

***Welcome!***



## *Spotlight on SIOP Committees*

### *Committee on Ethnic and Minority Affairs (CEMA)*

*Chair: Derek Avery*

*Members of this committee focus on issues related to ethnic minorities both within SIOP as an organization as well as within the field of I-O psychology as a whole.*

*If you are interested in serving on a SIOP committee,  
please use the online form found at  
[www.siop.org/comm/committeevolunteer/default.aspx](http://www.siop.org/comm/committeevolunteer/default.aspx).*





## *IOTAS*

**Adrienne M. Bauer**  
**Eastern Kentucky University**



**Laura L. Koppes**  
**LK Associates**

### **Awards & Recognition**

**Christopher M. Berry**, University of Minnesota, was awarded the 2006 Meredith P. Crawford Fellowship in Industrial-Organizational Psychology by the Human Resources Research Organization (HumRRO). This award and its \$12,000 prize go annually to a doctoral student demonstrating exceptional research skills, academic achievement, and professional productivity.

The Federation of Behavioral, Psychological, and Cognitive Science (FBPCS) held its 12th Annual Coalition for National Science Funding Congressional Exhibition and Reception on June 7, 2006. SIOP recently joined the Federation, and **Michele Gelfand** (University of Maryland, College Park) was asked to present her NSF-sponsored research on behalf of the Federation and SIOP. The title of her exhibit was "Historical, Ecological, and Socio-Political Factors Affecting National Culture: Insights From Cross-Cultural Psychology." The exhibit is an important and popular event on Capitol Hill each year, which attracts members of Congress, congressional staff, leading figures from the National Science Foundation, and the White House Office of Science and Technology Policy, to name a few. This year there were over 330 attendees which included six members of Congress.

**CONGRATULATIONS!!**

### **Transitions, Appointments, and New Affiliations**

**Eugene Stone-Romero** and **Dianna Stone** have joined the faculty at the University of Texas at San Antonio this fall.

Hogan Assessment Systems has hired **Audrey Wallace** and **James Killian** as consultants. Killian worked previously as a consultant for CWH Research and Wallace worked previously for MassMutual Financial Group as a field leadership performance group associate.

ICF International is pleased to announce that **Brian O'Connell** has accepted a position as vice-president and director of the Center for National Security Research (CNSR). Brian has worked in the national security arena for the last 10 years and his key responsibility is to lead the growth of the national security business line for ICF.

**Cheri Ostroff**, formerly of Columbia University (PhD, Michigan State) has joined the organizational psychology program at the University of Maryland.

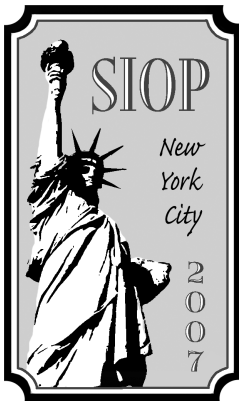
Development Dimensions International (DDI) has named **Ann Howard** as its chief scientist, leading DDI's Center for Advanced Behavioral Research.

**Milton Blood** has left AACSB International and is active as a consultant to universities and not-for-profit organizations in the areas of strategic management, assessment, leader-team development, and preparation for accreditation.

BEST WISHES!!

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to Laura Koppes at [LKoppes@siop.org](mailto:LKoppes@siop.org).

# 22nd Annual SIOP Conference



New York, New York  
The Marriott Marquis  
April 27-29, 2007  
Workshops April 26

## *Conferences & Meetings*



**David Pollack**  
**Sodexho, Inc.**

Please submit additional entries to [David.Pollack@Sodexhousa.com](mailto:David.Pollack@Sodexhousa.com).

### **2006**

- Oct 3–5      Annual Conference of the International Military Testing Association. Kingston, Ontario, Canada. Contact: [www.internationalmta.org](http://www.internationalmta.org).
- Oct 16–20    Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or <http://hfes.org>. (CE credit offered.)
- Oct 27–28    SIOP Fall Consortium—"Talent Attraction, Development, and Retention: The Leading Edge." Charlotte, NC. Contact: SIOP, (419) 353-0032 or [www.siop.org](http://www.siop.org). (CE credit offered.)
- Oct 30–  
Nov 4      Annual Conference of the American Evaluation Association. Portland, OR. Contact: AEA, (888) 232-2275 or [www.eval.org](http://www.eval.org).
- Nov 10–11   River Cities Industrial-Organizational Psychology Conference at Northern Kentucky University. Contact: Bill Attenweiler, [attenweiler@nku.edu](mailto:attenweiler@nku.edu).

### **2007**

- Feb 5–7      Association of Test Publisher's Innovations in Testing Conference. Palm Springs, CA. Contact: 410-654-5525 or [www.testpublishers.org](http://www.testpublishers.org).
- Feb 21–24    Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, (850) 474-2070 or [www.sepaonline.com](http://www.sepaonline.com). (CE credit offered.)
- March 2–3    Annual Conference of the Society of Psychologists in Management (SPIM). Washington, DC. Contact: [www.spim.org](http://www.spim.org). (CE credit offered.)

- March 2–4      Annual IO/OB Graduate Student Conference. Indianapolis, IN. Contact: [kpnolan@iupui.edu](mailto:kpnolan@iupui.edu).
- March 22–23    Annual Conference of the Personnel Testing Council of Northern California (PTC/NC). Sacramento, CA. Contact: [www.ipmaac.org/ptcnc](http://www.ipmaac.org/ptcnc).
- March 23–27    Annual Conference of the American Society for Public Administration. Washington, DC. Contact: ASPA, (202) 393-7878 or [www.aspanet.org](http://www.aspanet.org).
- April 9–13      Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, (202) 223-9485 or [www.aera.net](http://www.aera.net).
- April 10–12     Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (608) 443-2487 or [www.ncme.org](http://www.ncme.org).
- April 27–29     Annual Conference of the Society for Industrial and Organizational Psychology. New York, NY. Contact: SIOP, (419) 353-0032 or [www.siop.org](http://www.siop.org). (CE credit offered.)
- May 24–27      Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077 or [www.psychologicalscience.org](http://www.psychologicalscience.org). (CE credit offered.)
- June 3–7        Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD, (703) 683-8100 or [www.astd.org](http://www.astd.org).
- June 10–13     Annual Conference of the International Personnel Management Association Assessment Council. St. Louis, MO. Contact: IPMA, (703) 549-7100 or [www.ipmaac.org](http://www.ipmaac.org).
- June 25–29     Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, (703) 548-3440 or [www.shrm.org](http://www.shrm.org). (CE credit offered.)
- July 29–Aug 2   Annual Convention of the American Statistical Association. Salt Lake City, UT. Contact: ASA, (703) 684-1221 or [www.amstat.org](http://www.amstat.org). (CE credit offered.)

Aug 3–8

Annual Meeting of the Academy of Management.  
Philadelphia, PA. Contact: Academy of Management,  
(914) 923-2607 or [www.aomonline.org](http://www.aomonline.org).

Aug 17–20

Annual Convention of the American Psychological Association. San Francisco, CA. Contact: APA, (202) 336-6020 or [www.apa.org](http://www.apa.org). (CE credit offered.)



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## ***Calls & Announcements***

### **Call for Papers and Presentation 6th Biennial EO/EEO Research Symposium Patrick AFB, FL, 18–19 January 2007**

The 6th Biennial Equal Opportunity/Equal Employment Opportunity Research Symposium, to be held 18–19 January 2007 at DEOMI, Patrick Air Force Base, Florida (located 5 miles south of Cocoa Beach, Florida). Potential topics include racism, sexism, extremism, anti-Semitism, sexual harassment, religious diversity, climate analysis, discrimination perceptions, diverse work groups, leadership and diversity, discrimination, job satisfaction, disability, ageism, and EO in a war environment.

**Papers.** Papers should be submitted by **November 1, 2006**. In general, we are seeking empirical papers; however, nonempirical papers contributing toward theory or practice within the field will also be considered. Authors whose works are selected for the program will be notified by November 15, 2006.

**Invited Panels and Presentations.** We envision having several invited panels and/or presenters to discuss more general research issues. All invited panels and presentations must submit their material by **November 15, 2006**.

**Poster Sessions.** Proposals for poster sessions should be submitted by **November 15, 2006**.

**Symposium registration.** Those interested in registering for the symposium or submitting papers, panel proposals, or posters should contact **J. Scarpate, DEOMI/DR, 366 Tuskegee Airmen Drive, Patrick AFB, FL 32925-3399; Phone: 321-494-2676; e-mail: jerry.scarpate@patrick.af.mil.**

Hotel registration is separate from symposium registration and **will not be handled by DEOMI**. Numerous hotels are available in the Cocoa Beach, Satellite Beach, and Melbourne area. All transportation arrangements are the responsibility of the individual.

Symposium information can be found on the DEOMI Web site: <https://www.patrick.af.mil/deomi/deomi.htm>.

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### **“The Gateway to Excellence in Assessment” IPMAAC Announces Call for Conference Presentation Proposals and Student Paper Award Competition June 10–13, 2007 St. Louis, Missouri**

The International Public Management Association Assessment Council (IPMAAC) is an organization for assessment professionals in public- and private-sector organizations. Its membership includes a diverse cross section of persons actively engaged in practice, research, and training in personnel assessment.

### ***Calls for Presentation Proposals for 2007 Conference***

The 2007 IPMAAC conference will be held in beautiful St. Louis, MO, June 10–13, 2007 with the theme of “The Gateway to Excellence in Assessment.” The annual conference offers professionals the opportunity to share their latest research, initiatives, and ideas with their peers. You are cordially invited to be part of the 2007 conference. The deadline for submitting proposals for conference presentations is **December 15, 2006**. Proposals will be accepted online at the IPMAAC Web site at <http://ipmaac.org/conf/07/>.

### ***The 2007 Student Paper Competition***

The Student Paper Award recognizes contributions of students in the field of personnel management. Graduate and undergraduate students (and recent graduates) are invited to submit research papers that will be judged on the basis of their contributions to the field. The award winner will be given the opportunity to present the winning paper at the conference and will receive up to \$600 conference related travel expenses, free conference registration, a 1-year membership in IPMAAC, and recognition in the widely read IPMAAC and International Public Management Association for Human Resources newsletters. In addition, the university department where the student’s research was completed will receive a \$500 grant and a plaque commemorating the student’s IPMAAC award achievement. The deadline for submitting student papers is **February 9, 2007**.

For more information and complete submission instructions, please visit our Web site at <http://ipmaac.org/conf/07/> or call IPMA-HR at (703) 549-7100.

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### **Call for Papers**

*The Journal of Career Development* is currently seeking empirical and conceptual manuscripts that focus on the following topic areas:

I. Diverse perspectives on career development. The scope of this area is defined broadly and to address career issues among the following populations/areas: (a) international perspectives of career development, (b) diverse racial/ethnic minority groups in the U.S., (c) gender, (d) sexual orientation, (e) persons with disability, (f) socioeconomic status, and (g) religion/spiritual beliefs.

Deadline for manuscript submissions in this area is **November 1st, 2006**.

II. Innovative advancements in career development research such as, but not limited to, the following areas: (a) applying alternative research methods to the study of career development; (b) developing original career-related instruments for career research or practice; and (c) presenting validity information for existing career measures on new sample groups.

Deadline for manuscript submissions in this area is **March 1, 2007**.

Please submit manuscripts electronically to the editor, **Dr. Lisa Flores, at JCD@missouri.edu**. In your cover letter, please indicate that you would like the manuscript to be considered for the special issue. Manuscripts will be reviewed through a masked, peer review process. For more information regarding journal submission, please refer to (<http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal201758>). Questions regarding the fit of potential manuscripts for these special issues can be sent to JCD@missouri.edu.

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**Society for Personality Assessment  
Call for Papers, Posters, Symposia, Case Discussions, and Roundtables  
2007 SPA Annual Meeting  
Sheraton National Hotel, March 7–11, 2007  
Arlington, VA (1.5 miles from Washington, DC)**

Submission Deadline: **October 15, 2006**

**Relevant topics:** any facet of the theory and practice of clinical or applied personality assessment, including the development of evaluation instruments; research on the effectiveness and application of assessment instruments in clinical, forensic, and organizational settings; professional development; ethical practices and concerns; and clinical case discussions.

Presentations on personality assessment in industrial-organizational psychology are of particular interest.

Continuing Education Workshops on the Hogan Personality Inventory, NEO-PI-R, and MMPI-2 will be offered.

**Submit:** [www.personality.org](http://www.personality.org)

**Papers:** Papers are allowed 15 minutes for presentation and 5 minutes for questions. A complete version of the paper should be sent to the session chairperson no later than **February 15, 2006**.

**Posters:** Posters should cover no more than nine sheets of paper that are readable from 2–3 feet away (including tables and figures). Poster session presenters should arrive 10 minutes early to set up their poster on the portable poster boards.

**Symposia, Case Discussions, and Roundtables:** Symposia, case discussions, and roundtables are allowed 105 minutes, including time for discussion.

**Questions:** Paula J. Garber, Adm. Director, e-mail: [manager@spaonline.org](mailto:manager@spaonline.org); Society for Personality Assessment, 6109H Arlington Boulevard, Falls Church, VA 22044; 703-534-4772.

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## **Call for Papers**

IPAT, Inc., publisher of the 16PF Questionnaire, has a call for papers on 16PF Fifth Edition research conducted from 1995 through 2005. Research studies, both published and unpublished, are being sought in these areas:

- Industrial-Organizational
- Clinical-Counseling
- Educational-Vocational
- Forensic-Protective Services

IPAT will publish a collection of readings on select articles. \$250 awards will be given to the “Best Paper” in each category. Submittals are due by **12/31/06** for award consideration. For additional information and submission guidelines, visit [www.IPAT.com/16PF5research](http://www.IPAT.com/16PF5research) or call 800-225-4728.

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## **Call for Nominations**

### **American Psychological Foundation Gold Medal Awards**

The American Psychological Foundation (APF) invites nominations for the APF 2007 Gold Medal Awards. The awards include a mounted medallion, \$2,000 (to be donated by APF to the charitable institution of the winner’s choice), and an all-expense-paid trip for the award winner and one guest to attend the 2007 American Psychological Association (APA) Convention in San Francisco, CA, for 2 nights and 3 days. (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed.)

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

*Nomination Process:* Nominations should indicate the specific award for which the individual is being nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award. There is no formal nomination form. The nominee's current vita and bibliography should be attached. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines. All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of nomination materials is **December 1, 2006**. Please e-mail materials to **Foundation@apa.org** or mail to **American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242**.

Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814.

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### **Call For Nominations**

#### **American Psychological Foundation**

#### **Charles L. Brewer Distinguished Teaching of Psychology Award**

The American Psychological Foundation (APF) invites nominations for the APF 2007 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, \$2,000, and a 2-night, 3-day, all-expense-paid trip to the 2007 American Psychological Association (APA) Convention in San Francisco, CA, where the award will be presented, and they will be invited to give a special address.

Nominees must demonstrate:

- Exemplary performance as a classroom teacher;
- Development of innovative curricula and courses;
- Development of effective teaching methods and/or materials;
- Teaching of advanced research methods and practice in psychology; and/or,
- Administrative facilitation of teaching;
- Research on teaching;
- Training of teachers of psychology;
- Evidence of influence as a teacher of students who become psychologists.

*Nomination Process:* Nominations should include an APF nomination form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are also welcome, but please refrain from sending supple-

mentary materials such as videos, brochures, books, or magazines. All materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of materials is **December 1, 2006**. Nomination forms can be found at <http://www.apa.org/apf/Teaching.nom.guideline.pdf>.

Completed nomination packets should be e-mailed to **foundation@apa.org** or mailed to **American Psychological Foundation, Distinguished Teaching Awards, 750 First Street, NE, Washington, DC, 20002-4242**.

Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814.

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### Announcement

**The University of North Carolina Charlotte** announces a unique visiting faculty/scholar opportunity. The position runs January, 2007 through the end of June 2007. The visitor will receive a \$20,000 stipend, plus have access to the university research infrastructure (e.g., library, subject pool). Research space/labs are also available. Responsibilities will include teaching two I-O courses during the spring semester (at least one graduate course, probably two) and contributing in other ways (e.g., research collaborations, colloquia, informal meetings) to the industrial-organizational psychology master's program (<http://www.psych.uncc.edu/iopsychology>) and the organizational science doctoral program (<http://www.orgscience.uncc.edu>). Ideal candidates are:

- Faculty on sabbatical
- Faculty between jobs
- International scholars
- PhD-level practitioners considering a segway into academia
- Excellent ABD doctoral students will also considered

The University is the fourth largest of the 16 institutions in the University of North Carolina system, currently serving over 20,000 students. Its seven colleges (Arts and Sciences, Architecture, Business Administration, Education, Engineering, Information Technology, and Health and Human Services) offer a rapidly expanding array of master's and doctoral degree programs, and its centers and institutes provide excellent facilities and relationships that stimulate research and collaboration with business, education, government, and industry. Charlotte itself is a beautiful, vibrant, diverse, and growing city with great weather.

Any interested parties should send their CV and letter of interest to **[sgrogelb@email.uncc.edu](mailto:sgrogelb@email.uncc.edu)**.

## *Positions Available*

*SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or résumé—<https://www.siop.org/JobNet/>.*

### **THE HONG KONG UNIVERSITY OF SCIENCE & TECHNOLOGY. DEPARTMENT OF MANAGEMENT OF ORGANIZATIONS.**

The Department of Management of Organizations aims to become a leading intellectual center for management research, with a focus on the Pacific Rim, especially China. Our university provides a supportive research environment, attractive research funding, and leading-edge facilities. The management department has a group of young and professional faculty and staff with strong enthusiasm in conducting high-quality management research, whose research has been published in most of the top-tier management journals. Please browse our department Web site ([www.bm.ust.hk/~mgto](http://www.bm.ust.hk/~mgto)) for information about faculty, teaching, research programs, as well as our research center, which is devoted to promoting and facilitating research on China-related organization and management issues.

Applications and nominations are now invited for all ranks in the area of organizational behavior, human resource management, strategic management, organizational theory, and entrepreneurship. Both regular and visiting appointments are considered.

Applicants for assistant professor positions should have PhDs in relevant fields and demonstrated research potential. Applicants for senior positions must have a strong record of published research in premier management journals. Demonstrated capacity for quality teaching is also required. The language of instruction at HKUST is English.

Please send application or nomination indicating the area(s) of interest together with a curriculum vita to the **Department of Management of Organizations, c/o Personnel Office, The Hong Kong University of Science and Technology, Clear Water Bay, Kowloon, Hong Kong.** Please write **“REF: For MGTO position” on the envelope.** Please e-mail Professor Jiing-Lih (Larry) Farh ([mgtocec@ust.hk](mailto:mgtocec@ust.hk)) for any questions about OB/HRM positions; and Prof. JT Li ([mgtocec@ust.hk](mailto:mgtocec@ust.hk)) for Strategy/OT/Entrepreneurship positions. Applicants are strongly encouraged to send in their applications early. The search will continue until the positions are filled.

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**OCCUPATIONAL HEALTH PSYCHOLOGIST (TENURE-TRACK, ASSISTANT PROFESSOR): THE CENTRAL MICHIGAN UNIVERSITY PSYCHOLOGY DEPARTMENT** seeks candidates who can contribute to the development of a concentration in Occupational Health Psychology (OHP), an emerging area focused on improving the quality of work life and promoting the safety, health, and well-being of workers. The successful candidate will play a significant role in the training of doctoral students in industrial-organizational psychology (I-O) and have an active research program in one or more areas such as occupational stress, workplace violence, work-family conflict, work attitudes and well-being, emotional labor, effectiveness of training and other organizational interventions, safety at work, workplace harassment and aggression, occupational illness and injury, person-organization and person-job fit, and job design, as related to OHP. A PhD in I-O psychology at the time of appointment (August 2007) is preferred; ABD considered. Evidence of teaching effectiveness with a commitment to quality teaching and evidence of scholarship is required; preference will be given to candidates with potential for acquiring external funding. Send application letter, curriculum vita, publication reprints, graduate transcripts, three letters of recommendation, and evidence of teaching effectiveness to **Professor Terry Beehr, Chair, Search Committee, Department of Psychology, Central Michigan University, Mount Pleasant, MI 48859**. Consideration of applications will begin October 31, 2006. CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see [www.cmich.edu/aaeo/](http://www.cmich.edu/aaeo/)). Please address any questions to [beehr1ta@cmich.edu](mailto:beehr1ta@cmich.edu).

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**INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. TWO POSITIONS OPEN RANK. ILLINOIS INSTITUTE OF TECHNOLOGY.**

The I-O program seeks candidates to fill two tenured/tenure-track faculty positions beginning fall 2007 to complement and strengthen current areas of research with preference for at least one person in methodology and psychometric theory. Candidates are expected to have a well-established program of research and an exceptional scholarly record. In addition to research and graduate supervision (MS & PhD), candidates will be expected to teach graduate and undergraduate courses. The I-O program stresses a balance of I-O psychology topics. Current areas of strength include methodology, psychometric theory, leadership, selection, assessment, and training. Applicants should send a letter of application, vita, three letters of recommendation, and selected publications to **Dr. Roya Ayman, Chair, I-O search committee, Institute of Psychology, Illinois Institute of Technology, Chicago, IL 60616-3793, E-mail: [ayman@iit.edu](mailto:ayman@iit.edu)**. IIT is an Equal Opportunity/Affirmative Action Employer, M/F/H/V.

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**SAN FRANCISCO STATE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY** invites applicants for a **TENURE-TRACK ASSISTANT PROFESSOR POSITION IN I-O PSYCHOLOGY** beginning August 2007. Candidates are preferred who have teaching and/or research experience with a diverse student body. San Francisco State University, a member of the California State University system, serves a diverse student body of 29,000 undergraduate and graduate students. The university seeks to promote appreciation of scholarship, freedom, and human diversity through excellence in instruction and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through research, publications, and/or creative work.

**Qualifications.** Candidates should have a PhD in I-O psychology, evidence of a successful program of research, teaching experience, and applied experience or an emphasis in industrial psychology topics such as training and development, personnel selection, performance appraisal, or job analysis.

**Responsibilities.** The position requires teaching graduate and undergraduate courses in I-O psychology, statistics, and research methods. Supervision of undergraduate and graduate student research and of graduate student applied internships is required, as well as the development of a productive program of research.

**Rank and Salary.** Assistant Professor. Salary is negotiated and commensurate with experience.

**Application Process.** All materials should be received by **October 16, 2006**. Earlier applications will be reviewed as soon as they are complete. Review of applications will proceed until position is filled or search is discontinued. Candidates should submit a letter of intent, a current curriculum vitae, a sample of scholarly papers, and a description of teaching and research interests. At least three letters of reference should be sent separately. Mail all materials to **Dr. Kathleen Mosier, Chair, Department of Psychology, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132**. Information about the psychology department can be accessed at <http://www.sfsu.edu/~psych/>. SFSU is an Affirmative Action/Equal Opportunity Employer.

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**FACULTY POSITIONS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS. DEPARTMENT OF HUMAN RESOURCES AND INDUSTRIAL RELATIONS. INDUSTRIAL RELATIONS CENTER. CARLSON SCHOOL OF MANAGEMENT. UNIVERSITY OF MINNESOTA.**

The Department of Human Resources and Industrial Relations in the Carlson School of Management at the University of Minnesota is seeking to recruit up to two extraordinary researchers and scholars to conduct research and teach in the broad area of human resources and industrial relations. Appointments will begin fall 2007 and will be in the rank of **ASSISTANT PROFESSOR, OR ASSOCIATE PROFESSOR**, depending upon qualifications and experience and consistent with collegiate and university policy.

The Department of Human Resources and Industrial Relations incorporates a broad spectrum of scholarship with faculty experts in the areas of compensation and benefits; selection; training and development; organizational behavior; organizational theory; labor relations; and labor economics.

Applicants must have an earned doctorate in human resources, industrial relations, industrial-organizational psychology, economics, management, sociology, or a related field and have an exemplary research record commensurate with experience.

Interested candidates should submit a cover letter describing their current research plans and teaching interests, as well as representative publications and evidence of teaching effectiveness. Applicants for associate professor should include the names and contact information for at least three references; applicants for Assistant Professor should include three letters of recommendation. All documentation should be submitted to **Robert Glunz, Industrial Relations Center, Carlson School of Management, 321-19th Avenue South, Suite 3-300, Minneapolis, MN 55455.**

Review of applications will begin on October 30, 2006 and will continue until the positions are filled.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard of race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

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**ASSISTANT/ASSOCIATE PROFESSOR. UNIVERSITY OF CENTRAL FLORIDA. THE DEPARTMENT OF PSYCHOLOGY** at the **UNIVERSITY OF CENTRAL FLORIDA (UCF)** anticipates, pending approval, an opening at the **ASSISTANT OR ASSOCIATE RANK** in its **PHD PROGRAM IN I-O PSYCHOLOGY**. Applicants must have completed all requirements for a PhD in I-O psychology or a closely related field by the beginning of the 2007 fall term. Specialty area within I-O psychology is open. Currently, there are nine I-O faculty members in the psychology department and three psychologists in the management department. The I-O PhD program was ranked number one in overall productivity during 2001–2004 according to a study presented at SIOP in 2005 by Zhadnova, Carpenter, and LeBreton.

Applicants should submit a letter of interest outlining their research and teaching interests (including future research plans), a current curriculum vitae, reprints of recent publications, and three letters of reference. The deadline for applications is **November 1, 2006**. Send application materials to the address below. Please visit UCF's Web site at <http://www.ucf.edu> for additional information about the university and its programs. UCF is an Equal Opportunity/Affirmative Action Employer and particularly encourages applications from women and members of minority groups and protected classes. Please be advised that as an agency of the State of Florida, UCF makes application materials (including transcripts) available for public view. Informal inquiries concerning this position are welcome and encouraged. For further information contact Dr. Barbara Fritzsche at [bfritzsc@mail.ucf.edu](mailto:bfritzsc@mail.ucf.edu).

**Search Committee for the Industrial-Organizational Program, Department of Psychology, P.O. Box 161390, University of Central Florida, Orlando, FL 32816-1390.**

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**DIRECTOR OF ORGANIZATIONAL PSYCHOLOGY. WALDEN UNIVERSITY** is currently seeking a director of Organizational Psychology. The director of Organizational Psychology is responsible for the coordination of all aspects of the organizational specialization, including course instruction and development; student research mentoring; admissions and curriculum development; enhancing the organizational specialization student body identity and cohesion; enhancing the organizational specialization faculty identity and cohesion; participating in university and school-based residencies; university and school committee service; and maintaining contact and affiliation with professional organizations.

Requirements Include:

- Earned doctorate (PhD, EdD or PsyD) in organizational psychology or a closely related field from a regionally accredited U.S. institution (international equivalency for accreditation if degree is from a non-U.S. institution).



- 3 to 5 years of teaching and advising experience at the graduate level.
- A significant record of intellectual and professional contributions to the field of psychology and the specialization.
- Ability to mentor and motivate adult learners in a distance-education environment.
- Ability to work with adult learners with variable skill levels, various learning styles as well as diverse cultural and professional backgrounds.
- Ability to work with and motivate faculty within the specialization program.
- Strong written and oral communication skills.
- Basic knowledge of Microsoft Office and Internet navigation.
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- Flexibility and creative problem-solving skills.
- Experience with distance learning preferred.

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To apply, please submit your resume to [www.waldenu.edu/c/7160.htm](http://www.waldenu.edu/c/7160.htm) and also send a copy of your resume and cover letter to [csbsadmin@waldenu.edu](mailto:csbsadmin@waldenu.edu). For more information about our university, please visit our Web site at [www.waldenu.edu](http://www.waldenu.edu). We are currently reviewing applications and will do so until we hire a suitable candidate. E-mail [Nina.Nabors@waldenu.edu](mailto:Nina.Nabors@waldenu.edu) for specific information about the position.

Walden University is an equal opportunity employer. EOE.

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**SR. CONSULTANTS/CONSULTANTS.** Atlanta, Boston, Chicago, Dallas, Denver, Detroit, Hong Kong, Houston, NYC, San Francisco, Shanghai, Tokyo, Washington DC. **PERSONNEL DECISIONS INTERNATIONAL (PDI)** provides innovative, top-quality solutions in the areas of individual assessment, assessment centers, executive and management coaching, training, 360-degree feedback, organizational effectiveness, and teams and strategic performance modeling. Successful candidates have a PhD, preferably in I-O, counseling, or clinical psychology; experience as an assessor, coach, and trainer; a strong interest and experience developing business and managing client relationships; and considerable passion for the profession. Please send your resume and salary expectations to **PDI, Attn: Human Resources, 45 S. 7th St #2400, Minneapolis, MN 55402, Fax: 612-337-3698, E-mail: [resumes@pdi-corp.com](mailto:resumes@pdi-corp.com), [ww.personneldecisions.com](http://ww.personneldecisions.com).** EOE.

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## Information for Contributors

*Please read carefully before sending a submission.*

*TIP* encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

### ***Preparation and Submission of Manuscripts, Articles, and News Items***

Authors may correspond with the editor via e-mail, at LKoppes@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

### ***Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries***

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

### ***Review and Selection***

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

## ***Web Troubleshooting Tips***



Over 95% of SIOP members who used the Web site for dues renewal experienced no problems. However, if you do have trouble on the Web, ask yourself the following questions:

- Are your cookies turned off?

In order for SIOP to communicate with your computer, you must have your cookies turned on. You can turn them off again immediately after you are done on the SIOP Web site.

- Are you using AOL as your browser?

AOL is incompatible with the software that SIOP uses. Although SIOP is trying to fix this problem, a short-term solution is to use Internet Explorer as your browser instead of AOL.

- Are you trying to communicate with SIOP from a location that is likely to have a firewall, such as a university?

If this is likely, please call the SIOP Administrative Office at (419) 353-0032 and they will work through the process with you over the phone.

- Is your Web browser up-to-date?

Older Web browsers cannot take advantage of newer programming.

***Thanks For using the SIOP Web site!***

## SIOP Officers and Committee Chairs 2006–2007

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## Advertise in *TIP*, the Annual Conference Program, and on the SIOP Web Site

*The Industrial-Organizational Psychologist (TIP)* is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

*TIP* is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Advertising may be purchased in *TIP* in units as large as two pages and as small as one-half page. Position available ads can be published in *TIP* for a charge of \$108.00 for less than 200 words or \$128.00 for 200–300 words. Please submit position available ads to be published in *TIP* by e-mail. Positions available and resumes may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, graphics@siop.org, (419) 353-0032.**

### Advertising Rates per Insertion

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### Annual Conference Program

Advertising is available in the Annual Conference Program. Submission of display ads is due into the SIOP Administrative Office by January 15. The Program is published in March, with a closing date of January 15. The Conference Program is an 8-1/2" x 11" booklet.

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Two-page spread	\$506			
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Back cover 4-color	\$635	11"	x	8-1/2"

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Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, PhotoShop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.

# TIP

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A stylized illustration in shades of gray. A person's arm and hand are reaching upwards towards a large five-pointed star. The background features a crescent moon, smaller stars, and abstract cloud-like shapes. The overall theme is aspiration and reaching for goals.

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